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ABSTRACT

Incorporated from questionnaire data, the directory provides detailed information about services provided for children with specific learning disabilities in each state as well as in the District of Columbia, Guam, Puerto Rico, and districts covered by the Bureau of Indian Affairs. Information for each state usually includes the following: name and address of the consultant responsible for learning disabilities (LD) matters, percent of time above person spends as an LD consultant, the state's current statutory definition of specific learning disabilities, eligibility criteria specified by state for child's inclusion in the LD program, percentage of total school population considered, percentage limitation on LD classification in state, number of served LD children in state (broken down into pre-school, elementary, and secondary levels), state level of contribution for LD program, estimated number of practicing teachers certified in LD, teacher certification procedures set up in state in the area of LD, agency certifying LD teachers in state, program options available for delivery of the LD program, and colleges or universities in state currently preparing personnel in the area of LD. Provided in the appendixes are more detailed descriptions of eligibility criteria where they are specified by a state, teacher certification procedures, and titles of state research and demonstration projects and publications on specific learning disabilities. (SBH)

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DIRECTORY OF LEARNING DISABILITIES SERVICES FOR STATE EDUCATION AGENCIES

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PREFACE

This directory is a compilation of data and information on learning disabilities programs available from the nation's state education agencies. Its purpose is to:

* provide a handy resource on state education agency data on learning disabilities services including definitions used in the various states;
* provide eligibility criteria specified in the various state guidelines;
* show the states' minimum certification requirements for teachers of learning disabled children;
* provide a current listing of research and demonstration projects concerning learning disabilities;
* provide a listing of publications on LD programs available from state education agencies; and
* provide a summary of national data on learning disabilities services

The data and information shared in the following pages was collected through surveys conducted by the National Office of the National Association of State Directors of Special Education, Inc. as a project of a Special Training Grant from the Bureau of Education for the Handicapped, U.S. Office of Education.

We believe that this directory includes valuable information that could be utilized by state education agency personnel contemplating revisions or expansions of existing learning disabilities programs in the states.

James R. Galloway
Executive Director

William V. Schipper
Associate Director

William C. Wilson
Associate Director

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INTRODUCTION

An Overview of State Services on Learning Disabilities

This Directory brings together, for the first time, detailed information about services in each state (and other governmental units in the country) provided for children with specific learning disabilities.

The principal portion of the Directory incorporates data from questionnaires furnished by State Education Agency personnel (names, addresses, and telephone numbers) so that individuals in other states will know whom to contact for further information about a particular state's program; relevant figures about students served, certified teachers and financial support; names of educational institutions preparing personnel in the field, and options available for delivery of programs.

In the Appendix will be found more detailed descriptions of eligibility criteria where they are specified by a state for a child's inclusion in a specific learning disabilities program; teacher certification procedures where they have been set up in a state for teachers of learning disabled children; and titles of state research and demonstration projects and publications on specific learning disabilities.

Although some states did not have information available to reply to all parts of the questionnaires (one state - Maryland - did not reply), some tabulations have been made to give a fairly representative national picture of learning disabilities programs and services. In addition to the 50 states, information was also received in full or in part from the District of Columbia, Guam, Puerto Rico and the Bureau of Indian Affairs, but the generic term "state" is used below to cover all 54 units in the report.

From all this data, the following general profile can be drawn:

CONSULTANTS

Fifteen states have consultants responsible for learning disability matters who spend 100% of their time in this responsibility. The range of time for other consultants is wide:

Under 25%	25-50%	51-99%	100%	Varies	No consultant now	No reply
9	7	7	15	3	5	11

LD DEFINITION

Nearly half, or 24 states, have adopted the definition of specific learning disability developed by the US Office of Education and defined in P.O. 94-142. This reads as follows:

Specific Learning Disability - children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations -- includes perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia -- does not include children who have learning problems as a result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage.

Definitions used by other states are given in full in the state listing.

ELIGIBILITY

A total of 35 states specify eligibility criteria for a child's inclusion in specific learning disabilities programs, ranging from a brief three-line description to as many as four pages of detailed characteristics. All available statements of criteria are published in Appendix A.

A majority of the states (43) consider 10 or more percent of their total school population to be eligible for special education, and more than two-thirds (38 states) consider those who are learning disabled to be higher than 2 percent of their total school population. Replies break down this way:

Eligible for Special Education: (percentage of total school population)

	1-4.9%	5-9%	10-12%	13-19%	20% and over	No answer
States:	2	5	27	12	4	4

Learning Disabled: (percentage of total school population)

	1-1.9%	2-2.9%	3-6.9%	6-8%	No official estimate or data not available	No reply
States:	9	17	17	4	2	5

Only seven states have a percentage limitation on the LD classification, with these limits ranging from 1% to 5%.

SERVED LD CHILDREN

Nearly half a million LD children from pre-school through secondary grades are served in 38 states giving such totals. Other states indicated that these figures are not available. The total includes 2,922 in private schools, a category answered by only seven states.

The public school total breaks down as follows: (Some states gave only totals without breakdowns)

Pre-school:	7,053	students in 14 states
Elementary:	245,882	students in 23 states
Secondary:	85,798	students in 21 states
Public School Total:	484,912	students in 39 states
(+	2,922	private school students in 6 states)
	487,834	

FUNDING

No complete total of how much the states contribute to LD programs can be determined, since several states have non-categorical support and others do not have funding information available. Nevertheless, replies from 34 states show a total of $270,757,123 for FY 1976, with an estimated $313,278,441 for FY 1977 (latter from 33 states). Eight states indicated they have non-categorical support.

TEACHERS

Forty-one states listed a total of 25,855 practicing teachers certified in LD, with other states having no categorical certification. Teacher Certification procedures are set up in 34 states in the area of specific learning disabilities. Minimum state certification requirements were provided by most of these states and can be found in Appendix B. A total of 340 colleges and universities currently prepare personnel in the area of learning disabilities, and they are given with city and zip code at the end of each state listing.

PROGRAM OPTIONS

Resource rooms are used in almost all states for delivery of specific learning disabilities programs. The total tabulation of program options available follows:

	Self-contained	Resource Room	Itinerant Teacher	Consulting Teacher	Special Education Center	Other
States:	45	51	41	38	19	11

ALABAMA

Consultant responsible for learning disability matters:

Pat Tye
Room 868, State Office Building
Montgomery, AL 36130
Phone: (205) 832-3230

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 15.45%

Learning disabled: 2.7%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public	Private
Pre-school:		
Elementary:	1,600	100
Secondary:	1,400	
Total:	3,000	100

State level contribution for LD program:

Total for FY 1976: $3,000,000

Estimated for FY 1977: $3,300,000

Estimated number of practicing teachers certified in LD: 240

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Certification Section, State Department of Education

Program options available for delivery of specific learning disabilities programs:

__X__ self-contained	____ consulting teacher
__X__ resource room	____ special education center
__X__ itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Auburn University, Auburn 36830
University of Alabama, Birmingham 35294
University of Alabama, Huntsville 35807
University of Alabama, Tuscaloosa, University 35486
University of South Alabama, Mobile 36688

ALASKA

Consultant responsible for learning disability matters:

Sherman Welch
Department of Education
Pouch F
Juneau, AK 99801
Phone: (907) 465-2904

Percent of time spent as LD consultant: 30%

State's current statutory definition of specific learning disabilities:

Disorders in one or more of the basic processes involved in understanding or in using spoken or written language; a child may have a specific learning disability in reading, spelling, writing, arithmetic, listening, thinking or talking.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 15%

Learning disabled: 6%

Percentage limitation on LD classification in state: None

Number of served LD children in state: (Data not available)

State level contribution for LD program:

Total for FY 1976: (Not available)

Estimated for FY 1977: (Not available)

Estimated number of practicing teachers certified in LD: 50

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Department of Education

Program options available for delivery of specific learning disabilities programs:

__X__ self-contained	__X__ consulting teacher
__X__ resource room	_____ special education center
__X__ itinerant teacher	_____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

University of Alaska, Fairbanks 99701

ARIZONA

Consultant responsible for learning disability matters:

Jerrie Ueberle
Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
Phone: (602) 271-3183

Percent of time spent as LD consultant: 10% (varies)

State's current statutory definition of specific learning disabilities:

"'Specific Learning Disabled' means the condition of a child who exhibits a significant discrepancy between ability and achievement as determined by evaluation pursuant to Section 15-1013 of the Arizona Revised Statutes. The specific learning disability may be manifested by perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, but excluding learning problems which are due primarily to visual, hearing, or motor handicaps, mental retardation, emotional disorder, or to environmental disadvantage."

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 8.3%

Learning disabled: 2.82%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public/Private Combined
Pre-school:	
Elementary:	11,402
Secondary:	2,159
Total:	13,561

State level contribution for LD program:

No categorical funding; 67% of total cost paid by state

Estimated number of practicing teachers certified in LD: 900

(Difficult to determine ... children may be served in resource programs by teachers having any special education certification)

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Arizona Department of Education, Division of Certification

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	____	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Arizona State University, Tempe 85281
Northern Arizona University, Flagstaff 86001
University of Arizona, Tucson 85721

ARKANSAS

Consultant responsible for learning disability matters:

Natalie Pruett, Area Supervisor, Special Education Section
Arkansas Department of Education
Little Rock, AR 72201
Phone: (501) 371-2161

Percent of time spent as LD consultant: 10%

State's current statutory definition of specific learning disabilities:

Children with Specific Learning Disabilities are those who, despite average intellectual capacity, have significant discrepancies among developmental levels in language, perception, sensory-motor integration, cognition, attention, activity level, and memory which interfere with achievement in the basic educational skills of reading, spelling, writing, and mathematics; and whose problems are not secondary to other handicapping conditions.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 10.6%

Learning disabled 3%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	3,000 (estim.)
Secondary:	540 (estim.)
Total:	3,540 (estim.)

State level contribution for LD program:

Total for FY 1976: $500,500

Estimated for FY 1977: $652,500

Estimated number of practicing teachers certified in LD: 120

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Department of Education, Teacher Education and Certification Section

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher (resource)
X	resource room	____	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Arkansas State University, (Jonesboro), State University 72467
Harding College, Searcy 72143
Henderson State University, Arkadelphia 71923
University of Arkansas, Fayetteville 72701
University of Arkansas Medical Sciences Campus, Little Rock 72201
University of Arkansas, Pine Bluff 71601

BUREAU OF INDIAN AFFAIRS

Consultant responsible for learning disability matters:

Jerry Hill, Special Educ. Coord.; Dr. Frank N. Hall, Educ. Specialist
Bureau of Indian Affairs, Box 1788
Albuquerque, NM 87103
Phone: (505) 766-3351

Percent of time spent as LD consultant: 20% (each)

(State's) current statutory definition of specific learning disabilities:

Children with learning disabilities are those who have near-average, average, or above-average intelligence, who are not emotionally or socially maladjusted and do not have sensory impairments, who have received competent instruction yet are not able to learn in a certain area. A child with a specific learning disability exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. Disorders may manifest themselves in imperfect ability to listen, think, speak, read, write, spell, or solve mathematical problems.

Eligibility criteria specified for child's inclusion in specific learning disabilities program:

None

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 35% (estim.)

Learning disabled: 7% (estim.)

Percentage limitation on LD classification: None

Number of served LD children:

	Public
Pre-school:	50 (estim.)
Elementary:	1,000 (estim.)
Secondary:	450 (estim.)
Total:	1,500 (estim.)

State level contribution for LD program:

Total for FY 1976: $50,000 (estim.)

Estimated for FY 1977: $60,000 (estim.)

Estimated number of practicing teachers certified in LD:

(Information not available)

Teacher certification procedures in area of specific learning disabilities:

None

Agency certifying LD teachers in state:

(State in which located)

Program options available for delivery of specific learning disabilities programs:

____ self-contained	____ consulting teacher
__X__ resource room	__X__ special education center
__X__ itinerant teacher	____ other _____

CALIFORNIA

Consultant responsible for learning disability matters:

Jessie Furukawa; Charles Keaster; Stuart Greenfeld
721 Capitol Mall
Sacramento, CA 95814
Phone: (916) 445-9420

Virginia Templeton
601 W. 5th St.
Los Angeles, CA 90017
Phone: (213) 620-4224

Percent of time spent as LD consultant: 20% (each)

State's current statutory definition of specific learning disabilities:

(1) Specific learning disabilities in the psychological, mental, or physiological process which involve interference in understanding spoken or written language. Such learning disabilities include, but are not limited to, those sometimes referred to as perceptual handicaps, minimal brain dysfunction, dyslexia, dyscalculia, dysgraphia, or communication disorders, except aphasic as defined in Section 3600(g) of this title.

(2) The specific learning disabilities are of such severity that they interfere with the learning of the basic skills expected of pupils of similar age, and evidence is presented that upon amelioration of such disabilities a favorable prognosis may be made for the reduction of the discrepancy between the pupil's ability and level of functioning in the learning skills.

(3) Where the general level of academic functioning is below expectation for the pupil, such delay shall not be attributable to mental retardation for academic learning.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

None

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 10%

Learning disabled: 1.75%

Percentage limitation on LD classification in state:

2% for entire program for educationally handicapped of which LD is a part.

Number of served LD children in state: (Data not available)

State level contribution for LD program:

Total for FY 1976: $1,880 p/ada of enrolled students in LD

Estimated for FY 1977: $1,880 p/ada of enrolled students in LD

Estimated number of practicing teachers certified in LD: Approximately 3,000

Teacher certification procedures set up in state in area of specific learning disabilities:

None, but certification is required under Teaching Specialist, Learning Handicapped.

Agency certifying LD teachers in state:

Commission for Teacher Preparation and Licensing

Program options available for delivery of specific learning disabilities programs:

X self-contained	____ consulting teacher
X resource room	____ special education center
____ itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

(Many - UCLA, USC, most state colleges and several private colleges)

COLORADO

Consultant responsible for learning disability matters:

Dr. Myron Swize
201 E. Colfax Avenue
Denver, CO 80203
Phone: (303) 892-2282

Percent of time spent as LD consultant: 25%

State's current statutory definition of specific learning disabilities:

(Administrative definition of "Perceptual or communicative disorder")

An impairment in one or more of the basic learning processes involved in the understanding or the reception, organization or expression of written or spoken language. An impairment in sensory motor functional skills. These children may or may not show demonstrable deviation in central nervous system functioning.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

None at present

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 3.6%

Percentage limitation on LD classification in state:

None (being considered)

Number of served LD children in state:

	Public	Private
Pre-school:	136*	(No knowledge)
Elementary:	19,064	
Secondary:	2,674	
Total:	21,874	

* (5-21 state mandate; pre-school is permissive so little done now.)

State level contribution for LD program:

Total for FY 1976:)
) State appropriated a lump sum inclusive for all areas of exceptionality.
Estimated for FY 1977:)

Estimated number of practicing teachers certified in LD: 922

Teacher certification procedures set up in state in area of specific learning disabilities:

None (for educationally handicapped)

Agency certifying LD teachers in state:

State Department of Certification

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	X	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

University of Colorado, Boulder 80302
University of Denver, Denver 80210
University of Northern Colorado, Greeley 80631

CONNECTICUT

Consultant responsible for learning disability matters:

Forest A. (Robert) LaValley
State Office Building
Hartford, CT 06115
Phone: (203) 566-2492

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

None (LEA's responsibility via the pupil placement team)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 3.12%

Learning disabled: 3-5%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

(1974-75)	Public	Private	
Pre-school:	238	292	
Elementary:	18,641	238	
Secondary:	n/a	n/a	
Total:	18,879	530	(excluding secondary)

State level contribution for LD program:

Total for FY 1976: (Not available)

Estimated for FY 1977: $6,750,000

Estimated number of practicing teachers certified in LD: 1,550

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Bureau of Teacher Preparation and Certification

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher
X resource room	X special education center
X itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Central Connecticut State College, New Britain 06050
Fairfield University, Fairfield 06430
St. Joseph College, West Hartford 06117
Southern Connecticut State College, New Haven 06515
University of Connecticut, Storrs 06268
University of Hartford, West Hartford 06117

DELAWARE

Consultant responsible for learning disability matters:

Dr. Edward J. Dillon
State Department of Public Instruction
Townsend Building
Dover, DE 19901
Phone: (302) 678-4669

Percent of time spent as LD consultant: Varies

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

None

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 10%

Learning disabled: 1-2%

Percentage limitation on LD classification in state: None

Number of served LD children in state: (Not available)

State level contribution for LD program:

Total for FY 1976: $5,207,026

Estimated for FY 1977: (Not available)

Estimated number of practicing teachers certified in LD: 345

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

State Department of Public Instruction

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	____	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

University of Delaware, Newark 19711

DISTRICT OF COLUMBIA

Consultant responsible for learning disability matters:

Mrs. Maureen H. Thomas
4820 Howard Street, N.W.
Washington, DC 20016
Phone: (202) 282-0146

Dr. Enid G. Wolf
4820 Howard Street, N.W.
Washington, DC 20016
Phone: (202) 282-0150

Percent of time spent as LD consultant: 5% (each)

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

None (developing criteria for eligibility at present time)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 2%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

(The Special Education Division of the Public Schools of D.C. has attempted to label children only when it is necessary; therefore, separate statistics have not been kept on LD children.)

State level contribution for LD program:

Total for FY 1976: (Not available)

Estimated for FY 1977: (Not available)

Estimated number of practicing teachers certified in LD:

Teachers are certified for Special Education with specified number of hours in area of concentration. Statistics are not kept on those certified.

Teacher certification procedures set up in state in area of specific learning disabilities:

None

Agency certifying LD teachers in state:

Board of Examiners

Program options available for delivery of specific learning disabilities programs:

__X__ self-contained	__X__ consulting teacher
__X__ resource room	_____ special education center
_____ itinerant teacher	_____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

American University, Washington, DC 20016
Catholic University, Washington, DC 20017
Trinity College, Washington, DC 20017

FLORIDA

Consultant responsible for learning disability matters:

Dennis Ehrhardt
Room 319, Knott Building
Tallahassee, FL 32304
Phone: (904) 488-2054

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 14%

Learning disabled: 2%

Percentage limitation on LD classification in state:

None (The availability of funds limits classification)

Number of served LD children in state:

	Public
Pre-school:	53
Elementary:	23,453
Secondary:	6,183
Total:	29,689

State level contribution for LD program:

Total for FY 1976: $39,470,100

Estimated for FY 1977: $40,629,750

Estimated number of practicing teachers certified in LD: 800

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Department of Education

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher
X resource room	X special education center
X itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Barry College, Miami 33161
Bethune-Cookman College, Daytona Beach 32015
Flagler College, St. Augustine 32084
Florida Atlantic University, Boca Raton 33432
Florida International University, Miami 31344
Florida Southern College, Lakeland 33802
Florida Technological University, Orlando 32816
Jacksonville University, Jacksonville 32211
Nova, Fort Lauderdale 33314
Rollins College, Winter Park 32789
Stetson University, De Land 32720
University of Florida, Gainesville 32611
University of Miami, Coral Gables 33124
University of North Florida, Jacksonville 32216
University of South Florida, Tampa 33620
University of West Florida, Pensacola 32504

GEORGIA

Consultant responsible for learning disability matters:

Annette M. Wilson, Special Ed. Program
Georgia Department of Education, State Office Bldg.
Atlanta, GA 30334
Phone: (404) 656-2425

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 13.97%

Learning disabled: 3%

Percentage limitation on LD classification in state: 3%

Number of served LD children in state: (Data not available)

State level contribution for LD program:

Total for FY 1976: $6,978,864

Estimated for FY 1977: $7,311,500

Estimated number of practicing teachers certified in LD: 694

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Department of Education

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	____	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Atlanta University, Atlanta 30314
Columbus College, Columbus 31907
Emory University, Atlanta 30322
Georgia College, Milledgeville 31061
Georgia Southern College, Statesboro 30458
Georgia State University, Atlanta 30303
University of Georgia, Athens 30601
Valdosta State College, Valdosta 31601
West Georgia College, Carrollton 30117

GUAM

Consultant responsible for learning disability matters:

Victoria Harper, Admin., Spec. Ed. (No LD consultant in FY 1976)
Box 474
Agana, Guam 96910
Phone: (Dial 9-0) 477-3311

Percent of time spent as LD consultant:

Current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified for child's inclusion in specific learning disabilities program:

None

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 6%

Percentage limitation on LD classification: None

Number of served LD children:

	Public
Pre-school:	6
Elementary:	210
Secondary:	30
Total:	246

State level contribution for LD program:

Total for FY 1976: $40,000

Estimated for FY 1977: $60,000

Estimated number of practicing teachers certified in LD: 8

Teacher certification procedures set up in area of specific learning disabilities:

None

Agency certifying LD teachers: None

Program options available for delivery of specific learning disabilities programs:

____ self-contained	____ consulting teacher
__X__ resource room	____ special education center
____ itinerant teacher	____ other _____

Colleges or universities currently preparing personnel in area of learning disabilities:

None

HAWAII

Consultant responsible for learning disability matters:

Special Education Branch
State Dept. of Education
1270 Queen Emma Street
Honolulu, HA 96813
Phone: (808) 548-6923

(No LD consultant in FY 1976)

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A - unofficial)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 7.39% (estim.)

Learning disabled: 2% (estim.)

Percentage limitation on LD classification in state: None

Number of served LD children in state: (Data not available)

State level contribution for LD program:

Total for FY 1976: (No such cost breakout)

Estimated for FY 1977: (No such cost breakout)

Estimated number of practicing teachers certified in LD:

(Information not available)

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B for draft)

Agency certifying LD teachers in state:

Office of Personnel Services

Program options available for delivery of specific learning disabilities programs:

__X__ self-contained	_____ consulting teacher
__X__ resource room	_____ special education center
_____ itinerant teacher	_____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

University of Hawaii, Honolulu 96822

IDAHO

Consultant responsible for learning disability matters:

Jack Nelson
Len B. Jordan Office Building
Boise, ID 83720
Phone: (208) 384-2203

Percent of time spent as LD consultant: 50%

State's current statutory definition of specific learning disabilities:

US Office of Education definition plus: "Characteristics of a learning disabled child might include one or more of the following: Specific academic disabilities, perceptual impairment, hyperactivity, coordination deficits, attention disorders, impulsivity, disorders of memory or thinking, equivocal neurological signs, electroencephalographic irregularities."

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

Currently being compiled; however, school districts are required to have their own on file.

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 3.23%

Learning disabled: 3.23%

Percentage limitation on LD classification in state: 3.23%

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	
Secondary:	
Total:	2,253

State level contribution for LD program:

Total for FY 1976: $9,500,000 - Total state contribution - Not broken down by handicap

Estimated for FY 1977: (Information not available)

Estimated number of practicing teachers certified in LD: 415

Teacher certification procedures set up in state in area of specific learning disabilities:

Yes

Agency certifying LD teachers in state:

State Certification Office with recommendation from Institution of Higher Education

Program options available for delivery of specific learning disabilities programs:

__X__ self-contained (when necessary)	__X__ consulting teacher
__X__ resource room (when necessary)	_____ special education center
__X__ itinerant teacher	_____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Boise State University, Boise 83707
Idaho State University, Pocatello 83201
University of Idaho, Moscow 83843

ILLINOIS

Consultant responsible for learning disability matters:

Department for Exceptional Children
100 North First Street
Springfield, IL 62777
Phone: (217) 782-6601

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 2%

Percentage limitation on LD classification in state: None in state statutes

Number of served LD children in state: (Data not available)

State level contribution for LD program:

Total for FY 1976: $31,275,000

Estimated for FY 1977: $42,109,000

Estimated number of practicing teachers certified in LD: 2,848

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Illinois Office of Education

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	____	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Bradley University, Peoria 61606
DePaul University, Chicago 60604
Eastern Illinois University, Charleston 61920
Greenville College, Greenville 62246
Monmouth College, Monmouth 61462
Mundelein College, Chicago 60626
National College of Education, Evanston 60201
Northeastern Illinois University, Chicago 60625
Northern Illinois University, DeKalb 60115
Northwestern University, Evanston 60201
Rockford College, Rockford 61101
Roosevelt University, Chicago 60605
Southern Illinois University, Edwardsville 62025
University of Illinois, Urbana 61801
Western Illinois University, Macomb 61455

INDIANA

Consultant responsible for learning disability matters:

Fred W. Kladder, Div. of Special Education
120 W. Market Street, 10th floor
Indianapolis, IN 47433
Phone: (317) 633-4763

Percent of time spent as LD consultant: 50%

State's current statutory definition of specific learning disabilities:

A student with neurological impairments/learning disabilities exhibits severe specific defects in perceptual, integrative, or expressive processes which severely impair learning efficiency. Neurological impairments/learning disabilities include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia and may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantages. Children enrolled in programs for the neurologically impaired/learning disabled shall be those who are chronic failures in the regular classroom setting and are seriously deficient in educational skills.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

None

Percentage limitation on LD classification in state:

Eligible for special education: 10.7%

Learning disabled: 1%

Percentage limitation on LD classification in state:

State reimbursement limited to 1% of school population; there is no limit on LD per se.

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	
Secondary:	
Total: Elementary, secondary	3,643

State level contribution for LD program:

Total for FY 1976: $600,000+

Estimated for FY 1977: (Not available)

Estimated number of practicing teachers certified in LD:

221 practicing (120 approved, 101 pending approval)

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Division of Teacher Certification

Program options available for delivery of specific learning disabilities programs:

__X__ self-contained	__X__ consulting teacher
__X__ resource room	____ special education center
__X__ itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Ball State University, Muncie 47306
Butler University, Indianapolis 46208
Indiana State University, Terre Haute 47809
Indiana University, Bloomington 47401
Indiana University, Purdue University, Indianapolis 46205
Purdue University, Lafayette 47907
University of Evansville, Evansville 47701

IOWA

Consultant responsible for learning disability matters:

Carol Bradley, Division of Special Education
Iowa Department of Public Instruction
Des Moines, IA 50319
Phone: (515) 281-3176

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

Learning disability is the inclusive term denoting deficiencies which inhibit a pupil's ability to efficiently learn in keeping with his potential by the instructional approaches presented in the usual curriculum and require special education programs and services for educational progress.

These deficiencies occur in the acquisition of learning skills and processes or language skills and processes, including, but not limited to, the ability to read, write, spell or arithmetically reason and calculate. These deficiencies may also be manifested in an inability to receive, organize, or express information relevant to school functioning.

The deficiencies displayed by pupils with learning disabilities are not primarily due to sensory deprivation, mental disabilities, severe emotional disabilities, or a different language spoken in the home.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 3%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

		Public
Pre-school:		302
Elementary:)		
)	Total ages 5-21	8,578
Secondary:)		
Total:		8,880

State level contribution for LD program:

Total for FY 1976: $9,935,000

Estimated for FY 1977: $13,000,000

Estimated number of practicing teachers certified in LD: 560

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Iowa Department of Public Instruction

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher (consultant)
X	resource room	X	special education center
X	itinerant teacher	X	other (special class with integration)

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Clarke College, Dubuque 52001
Drake University, Des Moines 50311
Iowa State University, Ames 50010
Marycrest College, Davenport 52804
Morningside College, Sioux City 51106
University of Iowa, Iowa City 52240
University of Northern Iowa, Cedar Falls 50613

KANSAS

Consultant responsible for learning disability matters:

Phyllis M. Ellis, Special Education
120 East 10th
Topeka, KS 66612
Phone: (913) 296-3866

Percent of time spent as LD consultant: 60%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 15% (including gifted)

Learning disabled: 3%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:	33
Elementary:	5,818
Secondary:	1,526
Total:	7,377

*State level contribution for LD program:**

Total for FY 1976: $1,600,000

Estimated for FY 1977: $2,000,000

* including special ed. reimbursement only; does not include general state aid which is applied to special ed. programs.

Estimated number of practicing teachers certified in LD: 400

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

State Department of Education

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	____	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Fort Hays Kansas State Teachers College, Hays 67601
Kansas State College, Pittsburg 66762
Kansas State Teachers College, Emporia 66801
Kansas State University, Manhattan 66502
University of Kansas Medical Center, Children's Rehab. Unit, Kansas City 661
Wichita State University, Wichita 67208

KENTUCKY

Consultant responsible for learning disability matters:

Fred West
Bureau for Exceptional Children
U.S. 127 South
Frankfort, KY 40601
Phone: (502) 564-4310

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 11%

Learning disabled 2%

Percentage limitation on LD classification in state:

2% (guidelines, not statutory)

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	4,313
Secondary:	825
Total:	5,138

State level contribution for LD program:

Total for FY 1976: $5,280,000 (includes state and local funds in Foundation Program)

Estimated for FY 1977: $7,820,000

Estimated number of practicing teachers certified in LD: 635

Teacher certification procedures in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Division of Teacher Certification, State Department of Education

Program options available for delivery of specific learning disabilities programs:

X	self-contained	____	consulting teacher
X	resource room	____	special education center
X	itinerant teacher	X	other (variation plan)

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Brescia College, Owensboro 42301
Eastern Kentucky University, Richmond 40475
Morehead State University, Morehead 40351
Northern Kentucky State College, Highland Heights 41076
University of Kentucky, Lexington 40506
University of Louisville, Louisville 40208
Western Kentucky University, Bowling Green 42101

LOUISIANA

Consultant responsible for learning disability matters:

Special Education Services (vacancy in position)
State Department of Education
Capitol Station, P.O. Box 44064
Baton Rouge, LA 70804
Phone: (504) 389-2591

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

None

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

Determination of disability and recommendation for placement by a pupil appraisal team.

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 15%

Learning disabled: (No official estimate)

Percentage limitation on LD classification in state: None

Number of served LD children in state:

There are a total of 4,415 LD children in special public school programs, but we have no information concerning program levels.

State level contribution for LD program:

Total for FY 1976: (Not available)

Estimated for FY 1977: (Not available)

Estimated number of practicing teachers certified in LD: 350

Teacher certification procedures in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

State Board of Elementary and Secondary Education

Program options available for delivery of specific learning disabilities programs:

__X__ self-contained	_____ consulting teacher
__X__ resource room	_____ special education center
__X__ itinerant teacher	_____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

All public universities offer some programs.

MAINE

Consultant responsible for learning disability matters:

David Noble Stockford, Consultant for Exceptional Children
Maine Dept. of Educational and Cultural Services
Augusta, ME 04333
Phone: (207) 289-3451

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

Cerebral or Perceptual Functions (term used by state for "learning disabled")

The child exhibits serious deficiencies in one or more of the essential learning functions of perceptions, conceptualization, memory, attention, impulse control, or motor function requiring a specialized instructional program to provide for the child's educational progress and potential.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 13.91%

Learning disabled:

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school	
Elementary:	
Secondary:	
Total: (1974-75)	8,094

State level contribution for LD program:

Total for FY 1976: (Not available)

Estimated for FY 1977: (Not available)

Estimated number of practicing teachers certified in LD: 323 (1974-75)

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Maine Dept. of Educational and Cultural Services

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	X	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

University of Maine, Farmington 04938
University of Maine, Orono 04473
University of Maine at Portland-Gorham, Gorham 04038

MARYLAND

Consultant responsible for learning disability matters:

Lucy Anne Hession
Division of Special Education, State Department of Education
P.O. Box 8717, Balt.-Wash. International Airport
Baltimore, MD 21240
Phone: (301) 796-8300, Ext. 306

(No information furnished)

MASSACHUSETTS

Consultant responsible for learning disability matters:

Mary Gagnor, Reading Consultant; Carolyn Hamlel, Language Consultant
182 Tremont Street
Boston, MA 02111
Phone: (617) 727-5770

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

Statute is a non-categorical law. No definition is needed.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

None

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: (Not available)

Percentage limitation on LD classification in state: None

Number of served LD children in state: (Data not available)

State level contribution for LD program:

Total for FY 1976: (Not available)

Estimated for FY 1977: (Not available)

Estimated number of practicing teachers certified in LD: Generic certification

Teacher certification procedures set up in state in area of specific learning disabilities:

(Discontinued September 1, 1976)

Agency certifying LD teachers in state:

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher (for all children)
X	resource room	X	special education center
X	itinerant teacher	X	others _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

American International College, Springfield 01109
Anna Maria College, Paxton 01612
Assumption College, Worcester 01609
Boston College, Boston 02167
Boston State College, Boston 02115
Boston University, Boston 02215
Bridgewater State College, Bridgewater 02324
Clark University, Worcester 01610
Fitchburg State College, Fitchburg 01420
Lesley College, Cambridge 02138
North Adams State, North Adams 01247
Northeastern University, Boston 02115
Regis College, Weston 02193
Simmons College, Boston 02115
University of Massachusetts, Amherst 01002
Westfield State, Westfield 01085
Worcester State, Worcester 01602

MICHIGAN

Consultant responsible for learning disability matters:

M. Diane Hodson, Ph.D., Special Education Services
Box 30008, Michigan Department
Lansing, MI 48909
Phone: (517) 373-0923

Percent of time spent as LD consultant: 30%

State's current statutory definition of specific learning disabilities:

(See proposed change in definition at end of report)

"Learning disabled" means a person identified by an educational planning and placement committee, based upon a comprehensive evaluation by a school psychologist or certified psychologist or certified consulting psychologist or an evaluation by a neurologist, or equivalent medical examiner qualified to evaluate neurological dysfunction, and other pertinent information, as having all the following characteristics:

(a) Disorder in 1 or more of the basic psychological processes involved in understanding or in using spoken or written language, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculation.

(b) Manifestation of symptoms characterized by diagnostic labels such as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia or aphasia.

(c) Development at less than the expected rate of age group in the cognitive, affective or psychomotor domains.

(d) Inability to function in regular education without supportive special education services.

(e) Unsatisfactory performance not found to be based on social, economic or cultural background.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A for proposed criteria)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 10-12% of the school age population (K-12) plus pre-primary and post-secondary. Required services for 0-25 years of age.

Learning disabled: 2% of the school age population (K-12) plus pre-primary and post-secondary. Required services for 0-25 years of age.

Percentage limitation on LD classification in state: None

Number of served LD children in state: (Data not available at press time)

State level contribution for LD program:

Formula: 75% of added costs. We estimate 49-50% of added costs of programs and services to be appropriated.

Estimated number of practicing teachers certified in LD: 950

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Michigan Department of Education

Program options available for delivery of specific learning disabilities programs:

__X__ self-contained	__X__ consulting teacher
__X__ resource room	_____ special education center
_____ itinerant teacher	_____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Central Michigan University, Mt. Pleasant 48858
Eastern Michigan University, Ypsilanti 48197
Grand Valley State College, Allendale 49401
Madonna College, Livonia 48150
Marygrove College, Detroit 48221
Michigan State University, East Lansing 48823

(continued on next page)

Colleges or universities in state currently preparing personnel in area of learning disabilities:

(continued)

Nazareth College, Kalamazoo 49074
Northern Michigan University, Marquette 49855
Oakland University, Rochester 48063
University of Detroit 48221
University of Michigan, Ann Arbor 48104
Wayne State University, Detroit 49202
Western Michigan University, Kalamazoo 49001

State Approval Pending:

Andrews University, Berrien Springs 49104
Hope College, Holland 49423

Proposed change in definition of specific learning disabilities:

(1) "Learning impaired" means a person identified by an educational planning and placement committee, based upon an individually administered comprehensive evaluation by a school psychologist and a teacher consultant of the learning disabled or a teacher of the speech and language impaired, and other pertinent information, as having all the following characteristics:

(a) Present achievement in one or more of the basic skill areas is approximately 40% or less of expected achievement but shall not exceed the automatic skill level in the deficit basic skill area(s).

(b) Pattern of strengths and weaknesses as evidenced by intra-individual variability on an educational or psychological test of approximately a 1.5 standard deviation difference between two or more subtest scores and the student's mean score on that test or approximately a 9 scale score difference between highest and lowest subtest scores.

(c) Inability to profit from regular education alternatives without special education support.

(2) Learning impaired shall be inclusive of students who have been diagnosed as having a condition or disorder characteristic of central nervous system dysfunction, which may have been identified under such medical labels as minimal brain dysfunction, dyslexia or aphasia, if the students thus identified meet the requirements of (1) above.

(3) For a student to be identified solely as learning impaired, it shall be determined that the student does not meet the eligibility requirements of severely mentally impaired, trainable mentally impaired, educable mentally impaired, emotionally impaired, hearing impaired, visually impaired, physically and otherwise health impaired or severely multiply impaired...

MINNESOTA

Consultant responsible for learning disability matters:

Carolyn Elliott, Special Ed. Section
Capitol Square Building, 6th Floor
St. Paul, MN 55101
Phone: (612) 296-2548

Percent of time spent as LD consultant: 100% (LD and ED)

State's current statutory definition of specific learning disabilities:

(Note: Minnesota serves LD and ED under an umbrella term called Special Learning and Behavior Problems (SLBP). It is, therefore, impossible to separate the two areas in data given here.)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 10.24%

Learning disabled: 1 - 3%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	
Secondary:	
Total:	30,041 (not possible to break out by levels)

State level contribution for LD program:

Total for FY 1976: $11,700,000

Estimated for FY 1977: $14,400,000

Estimated number of practicing teachers certified in LD: 800

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

State Department Certification Section based on endorsement from the State Approved Training Program

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	X	special education center
X	itinerant teacher	X	Other residential corrections

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Bemidji State University, Bemidji 56601
College of St. Thomas, St. Paul 55105
Mankato State College, Mankato 56001
Moorhead State College, Moorhead 56560
St. Cloud State College, St. Cloud 56301
University of Minnesota at Duluth, 55812
University of Minnesota, Minneapolis 55455
Winona State College, Winona 55987

MISSISSIPPI

Consultant responsible for learning disability matters:

Myrtle Glatzer
Special Education Section, P.O. Box 771
Jackson, MS 39205
Phone: (601) 354-6950

Percent of time spent as LD consultant: 30%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 20%

Learning disabled: 2%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public	Private
Pre-school:		
Elementary:	2,625	451
Secondary:	370	131
Total:	2,995	582

State level contribution for LD program:

Total for FY 1976: $3,702,638

Estimated for FY 1977: $4,443,162

Estimated number of practicing teachers certified in LD: 200

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

State Department of Education

Program options available for delivery of specific learning disabilities programs:

X	self-contained	____	consulting teacher
X	resource room	____	special education center
____	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Delta State University, Cleveland 38732
Jackson State University, Jackson 39217
Mississippi State University, Starkville 39762
University of Mississippi, Oxford 38677
University of Southern Mississippi, Hattiesburg 39401

MISSOURI

Consultant responsible for learning disability matters:

Dr. T. J. Feeler
State Dept. of Elementary & Secondary Education
P.O. Box 480
Jefferson City, MO 65101
Phone: (314) 751-4909

Percent of time spent as LD consultant: 10%

State's current statutory definition of specific learning disabilities:

(Definition is in the regulations, not in the law.)

Educationally, the term "learning disability" is used to refer to that student who has near-average, average or above-average intelligence but who may manifest mild-to-severe difficulty with perception (the inability to attach meaning to sensory stimuli), conceptualization, language, memory, motor skill and control of attention.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 3%

Percentage limitation on LD classification in state: None

Number of served LD children in state: (Data not available)

State level contribution for LD program:

Total for FY 1976: $7,000,000

Estimated for FY 1977: $8,500,000

Estimated number of practicing teachers certified in LD: 1,077

Teacher certification procedures set up in state in area of specific learning disabilities:

Yes

Agency certifying LD teachers in state:

Department of Education

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	____	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Central Missouri State University, Warrensburg 64093
Drury College, Springfield 65802
Fontbonne College, St. Louis 63105
Harris Teachers College, St. Louis 63103
Lincoln University, Jefferson City 65101
Missouri Southern College, Joplin 64801
Missouri Western College, St. Joseph 64507
Northeast Missouri State University, Kirksville 63501
Northwest Missouri State University, Maryville 64468
St. Louis University, St. Louis 63110
Southeast Missouri State University, Cape Girardeau 63701
Southwest Missouri State University, Springfield 65802
University of Missouri, Columbia 65201
University of Missouri at Kansas City 64110
University of Missouri, St. Louis 63121
Webster College, St. Louis 63119

MONTANA

Consultant responsible for learning disability matters:

William F. Hickey
1300 11th Avenue
Helena, MT 59601
Phone: (406) 449-2057

Percent of time spent as LD consultant: 25%

State's current statutory definition of specific learning disabilities:

An "educationally handicapped person" means a child or young adult under the age of twenty-one (21) years who requires special assistance to the extent that he cannot reasonably profit from the regular education program.

An educationally handicapped person's learning disorders include, but are not limited to, conditions which have been referred to as visual perception handicaps, brain injury, minimal brain dysfunction, dyslexia, behavioral maladjustment and emotional disturbances. An educationally handicapped person's disorders are not the result of problems with visual acuity, hearing impairment, physical handicaps, cultural or instructional factors, and mental retardation.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 10-12%

Learning disabled: 3%

Percentage limitation on LD classification in state:

3% but may be exceeded with a program review

Number of served LD children in state:

	Public
Pre-school:	74
Elementary:	3,422
Secondary:	2,140
Total:	5,636

State level contribution for LD program:

Total for FY 1976: $5,000,000

Estimated for FY 1977: $6,500,000

Estimated number of practicing teachers certified in LD: 410 (Non-categorical certificate)

Teacher certification procedures set up in state in area of specific learning disabilities:

Non-categorical special education certificate endorsement

Agency certifying LD teachers in state:

Superintendent of Public Instruction

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	____	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Carroll College, Helena 59601
Eastern Montana College, Billings 59101
University of Montana, Missoula 59801

NEBRASKA

Consultant responsible for learning disability matters:

John D. Clark; Cynthia Montgomery
Nebraska Department of Education
233 South 10th Street
Lincoln, NB 68508
Phone: (402) 471-2471

Percent of time spent as LD consultant: Clark (20%) - Montgomery (100%)

State's current statutory definition of specific learning disabilities:

Specific learning disability children shall mean those children of school age who have a verified disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in an inability to listen, think, speak, write, spell or do mathematical calculations. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or emotional disturbance, or of educational disadvantage.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education:	10.08%	(estim.)
	7.39%	(actual)
Learning disabled:	2%	(estim.)
	1.12%	(actual)

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public	
Pre-school:		
Elementary:		
Secondary:		
Total:	4,142	(1975-76 data does not differentiate Elementary-Secondary)

State level contribution for LD program:

Total for FY 1976: $1,463,899 (estim.)

Estimated for FY 1977: $2,337,262

Estimated number of practicing teachers certified in LD:

97 FTE specifically assigned to LD; 70 FTE non-categorically assigned

Teacher certification procedures set up in state in area of specific learning disabilities:

Due to service patterns in Nebraska, most teachers work in a non-categorical situation. Resource Teacher endorsement covers the LD function. Competencies are on file for Resource Teachers and Itinerant Personnel.

Agency certifying LD teachers in state:

SEA upon recommendation of training institution

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room		special education center
X	itinerant teacher	X	other diagnostic Resource Teacher

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Chadron State College, Chadron 69337
Concordia Teachers College, Seward 68434
Creighton University, Omaha 68131
Kearney State College, Kearney 68847
Peru State College, Peru 68421
University of Nebraska, Lincoln 68508
University of Nebraska, Omaha 68101
Wayne State College, Wayne 68787

NEVADA

Consultant responsible for learning disability matters:

Smokey Davis
Nevada Dept. of Education - Capitol Complex
Carson City, NV 89710
Phone: (702) 885-5700

Percent of time spent as LD consultant: 10%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 6%

Percentage limitation on LD classification in state: None

Number of served LD children in state: (Data not available)

State level contribution for LD program:

Total for FY 1976: $3,300,000

Estimated for FY 1977: $3,600,000

Estimated number of practicing teachers certified in LD: 200/227

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

State Department of Education

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	____	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

University of Nevada, Las Vegas 89109
University of Nevada, Reno 89502

NEW HAMPSHIRE

Consultant responsible for learning disability matters:

Mary V. Osgood
105 Loudon Road, Building #3
Concord, NH 03301
Phone: (603) 271-3741

Percent of time spent as LD consultant: 20%

State's current statutory definition of specific learning disabilities:

Children with one or more significant deficits in essential learning processes requiring remediation through special educational techniques. A child in this category generally demonstrates a discrepancy between expected and actual achievement in receptive or expressive language and/or spatial orientation. Learning disability is not primarily the result of sensory, motor, intellectual, or emotional handicaps, nor is it the result of the lack of opportunity to learn. However, learning disabled children are sometimes seen displaying the above handicaps in addition to their learning disability.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

Inclusion based on diagnostic information, pupil placement team process

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 2%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public	Private
Pre-school:		(Not available)
Elementary:		
Secondary:		
Total:	2,963	

State level contribution for LD program:

No funds specifically for LD

Estimated number of practicing teachers certified in LD: 191

Teacher certification procedures set up in state in area of specific learning disabilities:

(Certification for special education teachers is similar to that for all teachers with endorsements for specific specialty areas.)

Agency certifying LD teachers in state:

State Department of Education, Office of Teacher Certification

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher
X resource room	X special education center
____ itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Keene State College, Keene 13431
Rivier College, Nashua 03060

NEW JERSEY

Consultant responsible for learning disability matters:

Dr. Thomas J. Rubino, New Jersey Dept. of Education
225 West State Street
Trenton, NJ 08625
Phone: (609) 292-6562

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

A child shall be considered to be perceptually impaired who exhibits a learning disability in one or more of the basic processes involved in the development of spoken or written language but which are not primarily due to sensory disorders, motor handicaps, mental retardation, emotional disturbance, or environmental disadvantage. The disabilities are manifested in the perceptual areas involved in listening, thinking, speaking, reading, writing, spelling and the study of arithmetic.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

Yes

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 8%

Learning disabled 1.4%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

(1973-74)	Public	Private
Pre-school:	1	5
Elementary:	3,947	566
Secondary:	1,353	366
Total:	5,301	937

State level contribution for LD program:

Total for FY 1976: $11,250,000

Estimated for FY 1977: $11,250,000

Estimated number of practicing teachers certified in LD:

736 (Learning Disabilities - Teacher Consultants)

Teacher certification procedures set up in state in area of specific learning disabilities:

None (Teacher of the Handicapped)

Agency certifying LD teachers in state:

Bureau of Teacher Education and Academic Credentials

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher
X resource room	____ special education center
X itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

NEW MEXICO

Consultant responsible for learning disability matters:

Marjorie S. McCament
Division of Special Education/State Dept. of Education
Santa Fe, NM 87503
Phone: (505) 827-2793

Percent of time spent as LD consultant: 20%

State's current statutory definition of specific learning disabilities:

A learning disabled child is one with normal intelligence who exhibits one or more significant deficits in the essential learning process of perception, conceptualization, language, memory and control, attention and impulse or motor function. These deficits may be demonstrated verbally or non-verbally. A discrepancy between expected and actual academic achievement is observable. These problems are not primarily the result of visual, hearing, or physical handicaps or mental retardation, of emotional disturbance, or the lack of opportunity to learn, or lack of experience with the English language.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 33% (based on 1973 incidence study)

Learning disabled: 7.38%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	
Secondary:	
Total:	4,835

State level contribution for LD program:

Total for FY 1976: $11,000,000+

Estimated for FY 1977: (To be finally determined by September 1, 1976 after budget hearings and revisions)

Estimated number of practicing teachers certified in LD:

Teachers are not certified in New Mexico by specific exceptionality taught.

Teacher certification procedures set up in state in area of specific learning disabilities:

None

Agency certifying LD teachers in state: (Not available)

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher
X resource room	_____ special education center
X itinerant teacher	_____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

University of New Mexico, Albuquerque 87106

NEW YORK

Consultant responsible for learning disability matters:

Ted Kurtz, Bureau for Regional Programs
State Education Department
55 Elk Street
Albany, NY 12234
Phone: (518) 474-8912

Dr. Richard Hehir, Div. of Supervision
State Education Department
55 Elk Street
Albany, NY 12234
Phone: (518) 474-6479

Percent of time spent as LD consultant: As required

State's current statutory definition of specific learning disabilities:

The term "specific learning disabilities" refers to children who demonstrate an educationally handicapping condition characterized by one or more deficiencies in reading, writing, spelling, arithmetic, and written and/or oral language. Such deficiencies are manifested in a severe limitation in receiving, organizing, or expressing information essential to functional participation in a regular class program. These deficiencies are not primarily due to physical, mental, or emotional handicaps or environmental factors.

(Definition proposed by Ad Hoc Committee on Learning Disabilities appointed in 1973 by New York State Education Department.)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 5-7%

Learning disabled: 1-2%

Percentage limitation on LD classification in state: None

Number of served LD children in state: (Data not available)

State level contribution for LD program:

Total for FY 1976: $ 0

Estimated for FY 1977: $6,000,000

Estimated number of practicing teachers certified in LD:

(Information not available)

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Teacher certification procedures set up in state in area of specific learning disabilities:

Yes

Agency certifying LD teachers in state:

State Education Department Division of Teacher Education and Certification

Program options available for delivery of specific learning disabilities programs:

____ self-contained	____ consulting teacher
__X__ resource room	____ special education center
__X__ itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Adelphi University, Garden City 11530
Bank Street College, NY 10025
Baruch College (CUNY), NY 10010
Brooklyn College, Brooklyn 11210
College of New Rochelle, New Rochelle 10805
College of St. Rose, Albany 12203
Dowling College, Oakdale 11769
D'Youville College, Buffalo 14201
Fordham University, New York 10023
Hofstra University, Hempstead 11550
Herbert H. Lehman College (CUNY), Bronx 10468
Long Island University, C.W. Post Center, Greenvale 11548
Manhattan College, Bronx 10471
Marymount College, Tarrytown 10591
Mount St. Mary College, Newburgh 12550
Nazareth College, Rochester 14610
New York University, New York 10003
Queens College (CUNY), Flushing 11367
St. John's University, Jamaica 11439
State University College, Plattsburgh 12901
State University of New York at Albany 12222
State University of New York at Binghamton 13901
Teachers College of Columbia University, New York 10027
University of Rochester, Rochester 14627
Yeshiva University, New York 10003

NORTH CAROLINA

Consultant responsible for learning disability matters:

Dr. Leon Silber; Dr. Christine White; Mr. James Spencer
LD Section, Dept. of Public Instruction
Raleigh, NC 27611
Phone: (919) 829-3921

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

None (not operationally)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 26.25%

Learning disabled: 3%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	(1974-75)*	Public	Private
Pre-school:			(Do not collect private data)
Elementary:			
Secondary:			
Total:		12,508	

* (1975-76 figures not available yet)

State level contribution for LD program:

Total for FY 1976: $4,776,000

Estimated for FY 1977: $5,000,000

Estimated number of practicing teachers certified in LD:

273 practicing; of these 140 are certified. (Certification to be mandatory by September 1978)

Teacher certification procedures set up in state in area of specific learning disabilities:

Certification accomplished through University programs

Agency certifying LD teachers in state:

Department of Public Instruction, Division of Teacher Certification

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher
X resource room	X special education center
X itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Appalachian State University, Boone 28607
Duke University, Durham 27706
East Carolina University, Greenville 27834
Greensboro College, Greensboro 27420
Salem College, Winston-Salem 27108
University of North Carolina, Chapel Hill 27514

NORTH DAKOTA

Consultant responsible for learning disability matters:

Ida Schmitt, Assistant Director of Special Education
State Capitol
Bismarck, ND 58505
Phone: (701) 224-2277

Percent of time spent as LD consultant: 50-75%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

None

Percentage (estimated or actual) of total school population considered:

Eligible for special education:

Learning disabled: 2-5%

Percentage limitation on LD classification in state:

None (recommendation to consider 2-5%)

Number of served LD children in state:

	Public	Private
Pre-school:		
Elementary:	3,885	
Secondary:		
Total:	3,885	

State level contribution for LD program:

Total for FY 1976: $798,000

Estimated for FY 1977: $996,000

Estimated number of practicing teachers certified in LD: 123

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Department of Public Instruction

Program options available for delivery of specific learning disabilities programs:

____ self-contained	__X__ consulting teacher
__X__ resource room	____ special education center
__X__ itinerant teacher	__X__ other (Itinerant/resource teacher-consultant)

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Minot State College, Minot 58701
University of North Dakota, Grand Forks 58201

OHIO

Consultant responsible for learning disability matters:

Mrs. Ann L. Decker
933 High Street
Worthington, OH 43085
Phone: (614) 466-2652

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 11.8%

Learning disabled: 3%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:	204*
Elementary:)	
)	31,361 (estim.)
Secondary:)	
Total:	31,56[illegible]

* (Based solely on official requests for state units)

State level contribution for LD program:

Total for FY 1976: $12,030,070

Estimated for FY 1977: $13,965,070

Estimated number of practicing teachers certified in LD: 1,577

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Department of Education

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher (supervisor)
X resource room (learning center)	____ special education center
____ itinerant teacher	X other tutor

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Bowling Green University, Bowling Green 43403
Case Western Reserve University, Cleveland 44106
Cleveland State University, Cleveland 44115
Kent State University, Kent 44242
Miami University, Oxford 45056
Ohio State University, Columbus 43210
Ohio University, Athens 45701
University of Akron, Akron 44325
University of Cincinnati, Cincinnati, 45221
University of Toledo, Toledo 43606
Wittenberg University, Springfield 45501
Wright State University, Dayton 45431
Xavier University, Cincinnati 45207
Youngstown State University, Youngstown 44503

OKLAHOMA

Consultant responsible for learning disability matters:

Evelyn Llewellyn
2500 N. Lincoln Blvd.
Oklahoma City, OK 73105
Phone: (405) 521-3351

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

None. We have a state definition but it is not an operational definition.

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 11% (including gifted)

Learning disabled: 2%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public	Private
Pre-school:	50	
Elementary:	9,000	100 (estim.)
Secondary:	350	
Total:	9,400	100 (estim.)

State level contribution for LD program:

Total for FY 1976: $3,000,000

Estimated for FY 1977: $5,000,000

Estimated number of practicing teachers certified in LD: 650

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

State Department of Education, Teacher Certification Division

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher
X resource room	X special education center
X itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Central State University, Edmond 73034
East Central Oklahoma State University, Ada 74820
Northeastern Oklahoma State University, Tehlequah 74464
Northwestern Oklahoma State University, Alva 73717
Oklahoma State University, Stillwater 74074
Southwestern Oklahoma State University, Weatherford 73096
University of Oklahoma, Norman 73069
University of Science & Arts of Oklahoma, Chickasha 73018
University of Tulsa, Tulsa 74104

OREGON

Consultant responsible for learning disability matters:

Howard N. Smith
Oregon Department of Education
942 Lancaster Drive, NE
Salem, OR 97310
Phone: (503) 378-3598

Percent of time spent as LD consultant: 50%

State's current statutory definition of specific learning disabilities:

Learning Disabled Children are not mentally retarded, but show an inability to profit from regular classroom methods and materials without special educational help. They may be, or will become, extreme underachievers in reading, spelling, writing, or arithmetic. This performance deficit may manifest itself in mild to severe difficulties with perception (the ability to attach meaning to sensory stimuli), conceptualization, language, memory, motor skills, or control of attention. The broad category of learning disabilities includes children described by such terms as extreme learning problems, dyslexia, brain injured, neurologically impaired or handicapped, minimal brain dysfunction, and educationally handicapped.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 21%

Learning disabled: 10.5%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	(1974-75) Public	Private (Not available)
Pre-school:		
Elementary:	14,842*	
Secondary:	459	
Total:	15,301	

* (Includes 421 K; 14,420 Grades 1-8)

State level contribution for LD program:

Total for FY 1976: $1,880,070 (estim.)

Estimated for FY 1977: $ 478,433

Estimated number of practicing teachers certified in LD: 323

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Teacher's Standards and Practices Commission

Program options available for delivery of specific learning disabilities programs:

X self-contained (seldom used)	X consulting teacher
X resource room	____ special education center
X itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Oregon College of Education, Monmouth 97361
Oregon State University, Corvallis 97331
Portland State University, Portland 97207
University of Oregon, Eugene 97403

PENNSYLVANIA

Consultant responsible for learning disability matters:

Jeffery N. Grotsky
Division of Special Education
Box 911
Harrisburg, PA 17176
Phone: (717) 783-8542

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

Yes

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 1%

Percentage limitation on LD classification in state: None

Number of served LD children in state: (Data not available)

State level contribution for LD program:

Total for FY 1976: $20,000,000

Estimated for FY 1977: $23,000,000

Estimated number of practicing teachers certified in LD: (No certificate)

Teacher certification procedures set up in state in area of specific learning disabilities:

None

Agency certifying LD teachers in state:

Program options available for delivery of specific learning disabilities programs:

__X__ self-contained	____ consulting teacher
__X__ resource room	____ special education center
__X__ itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Pennsylvania State University, University Park 16802
Temple University, Philadelphia 19122
University of Pittsburgh, Pittsburgh 15213

PUERTO RICO

Consultant responsible for learning disability matters:

Ms. Ligia Rivera Valentin
Director, Special Education Program
Department of Education
Hato Rey, PR 00924
Phone: (809) 767-6657

Mrs. Carmen M. Romero Lara
General Supervisor, Spec. Educ. Prog.
Department of Education
Hato Rey, PR 00924
Phone: (809) 767-6657

Percent of time spent as LD consultant: Director (15%) - Supervisor (75%)

Current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

Yes

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 10%

Learning disabled: 3%

Percentage limitation on LD classification: No

Number of served LD children:

	Public
Pre-school:	213
Elementary:	285
Secondary:	5
Total:	506

State level contribution for LD program:

Total for FY 1976: $122,880

Estimated for FY 1977: $238,080

Estimated number of practicing teachers certified in LD: 10

Teacher certification procedures set up in area of specific learning disabilities:

None

Agency certifying LD teachers:

Department of Public Instruction

Program options available for delivery of specific learning disabilities programs:

__X__ self-contained	____ consulting teacher
__X__ resource room	__X__ special education center
____ itinerant teacher	____ other _____

Colleges or universities currently preparing personnel in area of learning disabilities:

University College of the Sacred Heart, Santurce 00914
University of Puerto Rico, Rio Piedras 00931

RHODE ISLAND

Consultant responsible for learning disability matters:

Richard S. Harrington, Coordinator, Innovative & Handicapped Programs
Department of Education
Roger Williams Building
Hayes Street
Providence, RI 02908
Phone: (401) 277-2617

Percent of time spent on LD consultant: (No particular person assigned to LD)

State's current statutory definition of specific learning disabilities:

(Learning Disabilities are not specifically mentioned in law or regulation. Proposed regulations which may be adopted within the next year basically define LD in accordance with the present federal definition.)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

None (State regulations do require specific diagnostic procedures and special programing for "neurologically impaired.")

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 10-12%

Learning disabled:

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	
Secondary:	
Total:	4,000

State level contribution for LD program:

(Financial aid to LEA's is through a general formula; breakouts not possible. While LD is not covered specifically by state regulations, the SEA has seeded many LD programs with federal funds.)

Estimated number of practicing teachers certified in LD: 100

Teacher certification procedures set up in state in area of specific learning disabilities:

None (Certification office uses "Physically Handicapped/Neurologically Impaired" requirements to certify LD teachers)

Agency certifying LD teachers in state:

State Education Agency

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher
X resource room	X special education center
X itinerant teacher	____ other _____ _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Rhode Island College, Providence 02908

SOUTH CAROLINA

Consultant responsible for learning disability matters:

Carolyn C. Morris
311 Rutledge Building
Columbia, SC 29201
Phone: (803) 758-7432

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

Yes

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 15.9%

Learning disabled: 1%

Percentage limitation on LD classification in state:

We strongly encourage 1%. An LEA serving over 1% must show justification for it.

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	
Secondary:	
Total:	10,415 (Elementary and secondary)

State level contribution for LD program:

Total for FY 1976: $12,035,010. 76

Estimated for FY 1977: Above with 5% increase

Estimated number of practicing teachers certified in LD: 165

Teacher certification procedures set up in state in area of specific learning disabilities:

Yes

Agency certifying LD teachers in state:

State Department of Education

Program options available for delivery of specific learning disabilities programs:

X	self-contained	____	consulting teacher
X	resource room	____	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

The Citadel, Charleston 29409
Clemson University, Clemson 29631
Coker College, Hartsville, 29550
College of Charleston, Charleston 29401
Columbia College, Columbia 29203
Converse College, Spartanburg 29301
Furman University, Greenville 29613
University of South Carolina, Columbia 29208
Winthrop College, Rock Hill 29730

SOUTH DAKOTA

Consultant responsible for learning disability matters:

Beth Taylor
Section for Exceptional Children
State Office Building 3
Pierre, SD 57501
Phone: (605) 224-3678

Percent of time spent as LD consultant: 50%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12% (estim. plus 3-5% gifted and talented)

Learning disabled: 2% (estim.)

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	
Secondary:	
Total:	261 (ages 0-21)

State level contribution for LD program:

Total for FY 1976: $100,000

Estimated for FY 1977: $130,000

Estimated number of practicing teachers certified in LD: 21

Teacher certification procedures set up in state in area of specific learning disabilities:

None (Non-categorical special education endorsement is used)

Agency certifying LD teachers in state:

Office of School Standards/ Certification, Division of Elementary and Secondary Education

Program options available for delivery of specific learning disabilities programs:

____ self-contained	__X__ consulting teacher
__X__ resource room	____ special education center
__X__ itinerant teacher	__X__ other __teacher aide/tutor__

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Augustana College, Sioux Falls 57102
Black Hills State College, Spearfish 57783
Northern State College, Aberdeen 57401
University of South Dakota, Vermillion 57069

TENNESSEE

Consultant responsible for learning disability matters:

Marion H. Parr, Director
Division for the Education of Handicapped
103 Cordell Hull Building
Nashville, TN 37219
Phone: (615) 741-2851

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

(There is no statutory definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 14%

Learning disabled: 2.5%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	
Secondary:	
Total:	21,010 (estim.)

State level contribution for LD program:

Total for FY 1976: (Cannot separate LD program from total Special Education program)

Estimated for FY 1977:

Estimated number of practicing teachers certified in LD:

(New certification requirements have just become effective; previously had no specific requirements)

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

State Department of Education

Program options available for delivery of specific learning disabilities programs:

_X_ self-contained	_X_ consulting teacher
_X_ resource room	_X_ special education center
_X_ itinerant teacher	_X_ other (Provision of special materials and/or equipment for use by regular classroom teacher)

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Memphis State University, Memphis 38111
University of Tennessee, Knoxville 37916

TEXAS

Consultant responsible for learning disability matters:

Mary Cole, Chief Consultant
Division of Special Education, Texas Education Agency
201 East 11 Street
Austin, TX 78701
Phone: (512) 475-3507

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

"'Language and/or learning disabled children' means children who are so deficient in the acquisition of language and/or learning skills including, but not limited to, the ability to reason, think, speak, read, write, spell, or to make mathematical calculations, as identified by educational and/or psychological and/or medical diagnosis that they must be provided special services for educational progress. The term 'language and/or learning disabled children' shall also apply to children diagnosed as having specific developmental dyslexia."

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education:	15% (estim.)
	12% (actual)
Learning disabled:	5% (estim.)
	3.9% (actual)

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public	(1974-75; statistics not available yet for 1975-76)
Pre-school:	5,668	
Elementary:	82,466	
Secondary:	36,719	
Total:	124,853	

State level contribution for LD program:

Total for FY 1976: (Not available)

Estimated for FY 1977: (Not available)

Estimated number of practicing teachers certified in LD: 1,509 (1974-75 statistics)

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

When applicant for LD certification has been prepared in approved teacher training program, approved college or university recommendation to Texas Education Agency certifies LD teacher. TEA Department of Teacher Certification certifies applicants who have completed required training at any state colleges and/or universities.

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher (helping)
X resource room	X special education center
X itinerant teacher	X other (Homebound teacher; hospital class, class in community facilities, diagnostic class, etc.)

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Angelo State University, San Angelo 76901
Baylor University, Waco 76703
East Texas State University, Commerce 75428
Hardin Simmons University, Abilene 79601
Lamar University, Beaumont 77710
Mary Hardin Baylor College, Belton 76513
Midwestern University, Wichita Falls 76308
Our Lady of the Lake College, San Antonio 78285
Pan American University, Edinburg 78539
Prairie View A & M, Prairie View 77445
Sam Houston State University, Huntsville 77340
Southwest Texas State University, San Marcos 78666
Southwestern University, Georgetown 78626

(continued on next page)

Colleges or universities in state currently preparing personnel in area of learning disabilities:

(continued)

Stephen F. Austin State University, Nacogdoches 75961
Sul Ross State University, Alpine 79830
Tarleton University, Stephenville 76401
Texas A & I University, Kingsville 78363
Texas A & M University, College Station 77843
Texas Christian University, Fort Worth 76129
Texas Lutheran College, Seguin 78155
Texas Southern University, Houston 77004
Texas Technical University, Lubbock 79409
Texas Woman's University, Denton 76204
Trinity University, San Antonio 78284
Tyler State University, Tyler 75701
University of Houston, Houston 77004
University of Texas, Austin 78712
University of Texas Permian Basin, Odessa 79762
West Texas State University, Canyon 79015

UTAH

Consultant responsible for learning disability matters:

Florence D. Magleby
Utah State Board of Education
250 East 500 South
Salt Lake City, UT 84111
Phone: (801) 533-5982

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 17.28%

Learning disabled: 5%

Percentage limitation on LD classification in state: 5%

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	11,130 (estim.)
Secondary:	5,010 (estim.)
Total:	16,140 (estim.)

State level contribution for LD program:

Total for FY 1976: $5,000,000

Estimated for FY 1977: $5,000,000 or less

Estimated number of practicing teachers certified in LD: 424

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Utah State Board of Education

Program options available for delivery of specific learning disabilities programs:

____ self-contained	__X__ consulting teacher
__X__ resource room	__X__ special education center
__X__ itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Brigham Young University, Provo 84601
Southern Utah State College, Cedar City 84720
University of Utah, Salt Lake City 84112
Utah State University, Logan 84321
Weber State College, Ogden 84403

VERMONT

Consultant responsible for learning disability matters:

Kenneth Baker, Special Education Consultant
Special Educational and Pupil Personnel Services
State Department of Education
Montpelier, VT 05602
Phone: (802) 828-3141

Percent of time spent as LD consultant: 100%

Assistant Director of Special Education: 50%

State's current statutory definition of specific learning disabilities:

(Basically same as US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 14.3%

Learning disabled: 4%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public	Private
Pre-school:		
Elementary:		
Secondary:		
Total:	2,500	75

State level contribution for LD program:

Total for FY 1976: $600,000

Estimated for FY 1977: $800,000

Estimated number of practicing teachers certified in LD: 56

Teacher certification procedures set up in state in area of specific learning disabilities:

Yes

Agency certifying LD teachers in state:

State Department of Education

Program options available for delivery of specific learning disabilities programs:

__X__ self-contained	__X__ consulting teacher
__X__ resource room	__X__ special education center
_____ itinerant teacher	_____ other _____

Colleges or universities:

College of St. Joseph the Provider, Rutland 05701
Trinity College, Burlington 05401
University of Vermont, Burlington 05401

VIRGINIA

Consultant responsible for learning disability matters:

Mary Louise Trusdell
Division of Special Education
State Department of Education
Richmond, VA 23216
Phone: (804) 770-2673

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A) (Currently being revised)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 10%

Learning disabled: 2-3%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public	Private
Pre-school:		
Elementary:		
Secondary:		
Total:	18,572	598

State level contribution for LD program:

Total for FY 1976: (Not available)

Estimated for FY 1977: (Not available)

Estimated number of practicing teachers certified in LD: 983

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix F) (Currently being revised)

Agency certifying LD teachers in state:

Certification Division, State Department of Education

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher
X resource room	X special education center
X itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

College of William and Mary, Williamsburg 23185
George Mason University, Fairfax 22030
Madison College, Harrisonburg 22801
Old Dominion University, Norfolk 23504
Radford College, Radford 24141
University of Virginia, Charlottesville 22903
Virginia Commonwealth University, Richmond 23220

WASHINGTON

Consultant responsible for learning disability matters:

Wayne M. Spence, Special Services Section
Old Capitol Building
Olympia, WA 98504
Phone: (206) 753-6733

Percent of time spent as LD consultant: 5%

State's current statutory definition of specific learning disabilities:

Learning/language disability is a performance deficit in one or more of the processes involved in understanding and/or using spoken or written language wherein there exists a measurable discrepancy between academic potential and actual performance. This performance deficit may manifest itself in impaired ability to attend to task, to conceptualize, to speak or communicate clearly, to read with comprehension, to write legibly and with meaning, to spell accurately, and to perform mathematical calculations, including those involving reading.

The presence of a learning/language disability in children with near average, average, or above average intelligence is indicated by significant performance deficits in language achievement and/or basic educational skills as measured by norm-referenced standardized testing and/or progressive within individual assessment methods.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 1.5%

Percentage limitation on LD classification in state: 3%

Number of served LD children in state:

	Public
Pre-school:	25
Elementary:	5,699
Secondary:	2,480
Total:	8,204

State level contribution for LD program:

Total for FY 1976: $38,398,840

Estimated for FY 1977: $40,521,117

Estimated number of practicing teachers certified in LD: 235

Teacher certification procedures set up in state in area of specific learning disabilities:

None

Agency certifying LD teachers in state:

Training institutions

Program options available for delivery of specific learning disabilities programs:

X self-contained	____ consulting teacher
X resource room	X special education center
X itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Central Washington State College, Ellensburg 98926
Eastern Washington State College, Cheney 99004
Pacific Lutheran University, Tacoma 98447
University of Washington, Seattle 98195
Washington State University, Pullman 98163
Western Washington State College, Bellingham 98225

WEST VIRGINIA

Consultant responsible for learning disability matters:

Mary E. Nunn, West Virginia Department of Education
Building 6, Capitol Complex
Charleston, WV 25305
Phone: (304) 348-8830

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition proposed)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 13% (not including gifted and talented)

Learning disabled: 3%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:)	
)	1,080
Elementary:)	
Secondary:	186
Total:	1,266

State level contribution for LD program:

Total for FY 1976: (State funds multi-categorical; therefore unable to estimate amount spent by LEA's on LD programs)

Estimated for FY 1977:

Estimated number of practicing teachers certified in LD: 75

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

West Virginia Department of Education

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	____	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Marshall University, Huntington 25701
West Virginia College of Graduate Studies, Charleston 25112
West Virginia University, Morgantown 26506

WISCONSIN

Consultant responsible for learning disability matters:

Juanita S. Pawlisch
126 Langdon Street
Madison, WI 53706
Phone: (608) 266-0963

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(Currently being developed for publication as Rules to implement Wisconsin Chapter 115, Law for Handicapped Children)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 10-12% (estim.)

Learning disabled: 2% (estim.)

Percentage limitation on LD classification in state: None

Number of served LD children in state:

		Public
Pre-school:		
Elementary:		
Secondary:		
Total:	(K-12)	12,872

State level contribution for LD program:

Total for FY 1976: $5,843,200 (estim.)

Estimated for FY 1977: $7,300,000 (estim.)

Estimated number of practicing teachers certified in LD: 1,010

Teacher certification procedures set up in state in area of specific learning disabilities:

Standards are set up for elementary certification programs; secondary standards are being developed.

Agency certifying LD teachers in state:

Certification Division, Department of Public Instruction

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher (Program support)
X	resource room		special education center
X	itinerant teacher	X	other Diagnostic

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Alverno College, Milwaukee 53215
Cardinal Stritch College, Milwaukee 53217
Carthage College, Kenosha 53140
Edgewood College, Madison 53711
Marquette University, Milwaukee 53233
Milton College, Milton 53563
Silver Lake College, Silver Lake 53170
University of Wisconsin, Eau Claire 54701
University of Wisconsin, La Crosse 54601
University of Wisconsin, Madison 53706
University of Wisconsin, Milwaukee 53201
University of Wisconsin, Oshkosh 54901
University of Wisconsin (Parkside), Kenosha 53140
University of Wisconsin, River Falls 54022
University of Wisconsin, Stevens Point 54481
University of Wisconsin, Superior 54880
University of Wisconsin, Whitewater 53190

WYOMING

Consultant responsible for learning disability matters:

Charles Vanover, Coordinator, Curricular Services
Office of Exceptional Children
State Department of Education, Hathaway Building
Cheyenne, WY 82002
Phone: (307) 777-7416

Percent of time spent as LD consultant: As required

State's current statutory definition of specific learning disabilities:

"'Specific learning disability' shall mean near average, average or above average intellectual ability concurrent with mild to severe handicaps in perception, conceptualization, language, memory, attention or motor proficiency."

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(Specific criteria not stated)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 3.5% (average; varies according to age)

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	
Secondary:	
Total:	3,653

State level contribution for LD program:

Total for FY 1976: $2,500,000

Estimated for FY 1977: $3,000,000

Estimated number of practicing teachers certified in LD: 125

Teacher certification procedures set up in state in area of specific learning disabilities:

Yes (in process of revision)

Agency certifying LD teachers in state:

State Department of Education

Program options available for delivery of specific learning disabilities programs:

X self contained	X consulting teacher
X resource room	____ special education center
X itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

University of Wyoming, Laramie 82070

TENNESSEE

Consultant responsible for learning disability matters:

Marion H. Parr, Director
Division for the Education of Handicapped
103 Cordell Hull Building
Nashville, TN 37219
Phone: (615) 741-2851

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

(There is no statutory definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 14%

Learning disabled: 2.5%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	
Secondary:	
Total:	21,010 (estim.)

State level contribution for LD program:

Total for FY 1976: (Cannot separate LD program from total Special Education program)

Estimated for FY 1977:

Estimated number of practicing teachers certified in LD:

(New certification requirements have just become effective; previously had no specific requirements)

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

State Department of Education

Program options available for delivery of specific learning disabilities programs:

_X_ self-contained	_X_ consulting teacher
_X_ resource room	_X_ special education center
_X_ itinerant teacher	_X_ other (Provision of special materials and/or equipment for use by regular classroom teacher)

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Memphis State University, Memphis 38111
University of Tennessee, Knoxville 37916

TEXAS

Consultant responsible for learning disability matters:

Mary Cole, Chief Consultant
Division of Special Education, Texas Education Agency
201 East 11 Street
Austin, TX 78701
Phone: (512) 475-3507

Percent of time spent as LD consultant:

State's current statutory definition of specific learning disabilities:

"'Language and/or learning disabled children' means children who are so deficient in the acquisition of language and/or learning skills including, but not limited to the ability to reason, think, speak, read, write, spell, or to make mathematical calculations, as identified by educational and/or psychological and/or medical diagnosis that they must be provided special services for educational progress. The term 'language and/or learning disabled children' shall also apply to children diagnosed as having specific developmental dyslexia."

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education:	15% (estim.)
	12% (actual)
Learning disabled:	5% (estim.)
	3.9% (actual)

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public	(1974-75; statistics not available yet for 1975-76)
Pre-school:	5,668	
Elementary:	82,466	
Secondary:	36,719	
Total:	124,853	

State level contribution for LD program:

Total for FY 1976: (Not available)

Estimated for FY 1977: (Not available)

Estimated number of practicing teachers certified in LD: 1,509 (1974-75 statistics)

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

When applicant for LD certification has been prepared in approved teacher training program, approved college or university recommendation to Texas Education Agency certifies LD teacher. TEA Department of Teacher Certification certifies applicants who have completed required training at any state colleges and/or universities.

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher (helping)
X	resource room	X	special education center
X	itinerant teacher	X	other (Homebound teacher; hospital class, class in community facilities, diagnostic class, etc.)

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Angelo State University, San Angelo 76901
Baylor University, Waco 76703
East Texas State University, Commerce 75428
Hardin Simmons University, Abilene 79601
Lamar University, Beaumont 77710
Mary Hardin Baylor College, Belton 76513
Midwestern University, Wichita Falls 76308
Our Lady of the Lake College, San Antonio 78285
Pan American University, Edinburg 78539
Prairie View A & M, Prairie View 77445
Sam Houston State University, Huntsville 77340
Southwest Texas State University, San Marcos 78666
Southwestern University, Georgetown 78626

(continued on next page)

Colleges or universities in state currently preparing personnel in area of learning disabilities:

(continued)

Stephen F. Austin State University, Nacogdoches 75961
Sul Ross State University, Alpine 79830
Tarleton University, Stephenville 76401
Texas A & I University, Kingsville 78363
Texas A & M University, College Station 77843
Texas Christian University, Fort Worth 76129
Texas Lutheran College, Seguin 78155
Texas Southern University, Houston 77004
Texas Technical University, Lubbock 79409
Texas Woman's University, Denton 76204
Trinity University, San Antonio 78284
Tyler State University, Tyler 75701
University of Houston, Houston 77004
University of Texas, Austin 78712
University of Texas Permian Basin, Odessa 79762
West Texas State University, Canyon 79015

UTAH

Consultant responsible for learning disability matters:

Florence D. Magleby
Utah State Board of Education
250 East 500 South
Salt Lake City, UT 84111
Phone: (801) 533-5982

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 17.28%

Learning disabled: 5%

Percentage limitation on LD classification in state: 5%

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	11,130 (estim.)
Secondary:	5,010 (estim.)
Total:	16,140 (estim.)

State level contribution for LD program:

Total for FY 1976: $5,000,000

Estimated for FY 1977: $5,000,000 or less

Estimated number of practicing teachers certified in LD: 424

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

Utah State Board of Education

Program options available for delivery of specific learning disabilities programs:

____ self-contained	__X__ consulting teacher
__X__ resource room	__X__ special education center
__X__ itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Brigham Young University, Provo 84601
Southern Utah State College, Cedar City 84720
University of Utah, Salt Lake City 84112
Utah State University, Logan 84321
Weber State College, Ogden 84403

VERMONT

Consultant responsible for learning disability matters:

Kenneth Baker, Special Education Consultant
Special Educational and Pupil Personnel Services
State Department of Education
Montpelier, VT 05602
Phone: (802) 828-3141

Percent of time spent as LD consultant: 100%

Assistant Director of Special Education: 50%

State's current statutory definition of specific learning disabilities:

(Basically same as US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 14.3%

Learning disabled: 4%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public	Private
Pre-school:		
Elementary:		
Secondary:		
Total:	2,500	75

State level contribution for LD program:

Total for FY 1976: $600,000

Estimated for FY 1977: $800,000

Estimated number of practicing teachers certified in LD: 56

Teacher certification procedures set up in state in area of specific learning disabilities:

Yes

Agency certifying LD teachers in state:

State Department of Education

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher
X resource room	X special education center
____ itinerant teacher	____ other _____

Colleges or universities:

College of St. Joseph the Provider, Rutland 05701
Trinity College, Burlington 05401
University of Vermont, Burlington 05401

VIRGINIA

Consultant responsible for learning disability matters:

Mary Louise Trusdell
Division of Special Education
State Department of Education
Richmond, VA 23216
Phone: (804) 770-2673

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A) (Currently being revised)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 10%

Learning disabled: 2-3%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public	Private
Pre-school:		
Elementary:		
Secondary:		
Total:	18,572	598

State level contribution for LD program:

Total for FY 1976: (Not available)

Estimated for FY 1977: (Not available)

Estimated number of practicing teachers certified in LD: 983

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B) (Currently being revised)

Agency certifying LD teachers in state:

Certification Division, State Department of Education

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher
X resource room	X special education center
X itinerant teacher	____ other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

College of William and Mary, Williamsburg 23185
George Mason University, Fairfax 22030
Madison College, Harrisonburg 22801
Old Dominion University, Norfolk 23504
Radford College, Radford 24141
University of Virginia, Charlottesville 22903
Virginia Commonwealth University, Richmond 23220

WASHINGTON

Consultant responsible for learning disability matters:

Wayne M. Spence, Special Services Section
Old Capitol Building
Olympia, WA 98504
Phone: (206) 753-6733

Percent of time spent as LD consultant: 5%

State's current statutory definition of specific learning disabilities:

Learning/language disability is a performance deficit in one or more of the processes involved in understanding and/or using spoken or written language wherein there exists a measurable discrepancy between academic potential and actual performance. This performance deficit may manifest itself in impaired ability to attend to task, to conceptualize, to speak or communicate clearly, to read with comprehension, to write legibly and with meaning, to spell accurately, and to perform mathematical calculations, including those involving reading.

The presence of a learning/language disability in children with near average, average, or above average intelligence is indicated by significant performance deficits in language achievement and/or basic educational skills as measured by norm-referenced standardized testing and/or progressive within individual assessment methods.

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 1.5%

Percentage limitation on LD classification in state: 3%

Number of served LD children in state:

	Public
Pre-school:	25
Elementary:	5,699
Secondary:	2,480
Total:	8,204

State level contribution for LD program:

Total for FY 1976: $38,398,840

Estimated for FY 1977: $40,521,117

Estimated number of practicing teachers certified in LD: 235

Teacher certification procedures set up in state in area of specific learning disabilities:

None

Agency certifying LD teachers in state:

Training institutions

Program options available for delivery of specific learning disabilities programs:

X	self-contained	____	consulting teacher
X	resource room	X	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Central Washington State College, Ellensburg 98926
Eastern Washington State College, Cheney 99004
Pacific Lutheran University, Tacoma 98447
University of Washington, Seattle 98195
Washington State University, Pullman 98163
Western Washington State College, Bellingham 98225

WEST VIRGINIA

Consultant responsible for learning disability matters:

Mary E. Nunn, West Virginia Department of Education
Building 6, Capitol Complex
Charleston, WV 25305
Phone: (304) 348-8830

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(US Office of Education definition proposed)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 13% (not including gifted and talented)

Learning disabled: 3%

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:)	
)	1,080
Elementary:)	
Secondary:	186
Total:	1,266

State level contribution for LD program:

Total for FY 1976: (State funds multi-categorical; therefore unable to estimate amount spent by LEA's on LD programs)

Estimated for FY 1977:

Estimated number of practicing teachers certified in LD: 75

Teacher certification procedures set up in state in area of specific learning disabilities:

(See Appendix B)

Agency certifying LD teachers in state:

West Virginia Department of Education

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room		special education center
X	itinerant teacher		other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Marshall University, Huntington 25701
West Virginia College of Graduate Studies, Charleston 25112
West Virginia University, Morgantown 26506

WISCONSIN

Consultant responsible for learning disability matters:

Juanita S. Pawlisch
126 Langdon Street
Madison, WI 53706
Phone: (608) 266-0963

Percent of time spent as LD consultant: 100%

State's current statutory definition of specific learning disabilities:

(Currently being developed for publication as Rules to implement Wisconsin Chapter 115, Law for Handicapped Children)

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(See Appendix A)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 10-12% (estim.)

Learning disabled: 2% (estim.)

Percentage limitation on LD classification in state: None

Number of served LD children in state:

		Public
Pre-school:		
Elementary:		
Secondary:		
Total:	(K-12)	12,872

State level contribution for LD program:

Total for FY 1976: $5,843,200 (estim.)

Estimated for FY 1977: $7,300,000 (estim.)

Estimated number of practicing teachers certified in LD: 1,010

Teacher certification procedures set up in state in area of specific learning disabilities:

Standards are set up for elementary certification programs; secondary standards are being developed.

Agency certifying LD teachers in state:

Certification Division, Department of Public Instruction

Program options available for delivery of specific learning disabilities programs:

X self-contained	X consulting teacher (Program support)
X resource room	____ special education center
X itinerant teacher	X other Diagnostic

Colleges or universities in state currently preparing personnel in area of learning disabilities:

Alverno College, Milwaukee 53215
Cardinal Stritch College, Milwaukee 53217
Carthage College, Kenosha 53140
Edgewood College, Madison 53711
Marquette University, Milwaukee 53233
Milton College, Milton 53563
Silver Lake College, Silver Lake 53170
University of Wisconsin, Eau Claire 54701
University of Wisconsin, La Crosse 54601
University of Wisconsin, Madison 53706
University of Wisconsin, Milwaukee 53201
University of Wisconsin, Oshkosh 54901
University of Wisconsin (Parkside), Kenosha 53140
University of Wisconsin, River Falls 54022
University of Wisconsin, Stevens Point 54481
University of Wisconsin, Superior 54880
University of Wisconsin, Whitewater 53190

WYOMING

Consultant responsible for learning disability matters:

Charles Vanover, Coordinator, Curricular Services
Office of Exceptional Children
State Department of Education, Hathaway Building
Cheyenne, WY 82002
Phone: (307) 777-7416

Percent of time spent as LD consultant: As required

State's current statutory definition of specific learning disabilities:

"'Specific learning disability' shall mean near average, average or above average intellectual ability concurrent with mild to severe handicaps in perception, conceptualization, language, memory, attention or motor proficiency."

Eligibility criteria specified by state for child's inclusion in specific learning disabilities program:

(Specific criteria not stated)

Percentage (estimated or actual) of total school population considered:

Eligible for special education: 12%

Learning disabled: 3.5% (average; varies according to age)

Percentage limitation on LD classification in state: None

Number of served LD children in state:

	Public
Pre-school:	
Elementary:	
Secondary:	
Total:	3,653

State level contribution for LD program:

Total for FY 1976: $2,500,000

Estimated for FY 1977: $3,000,000

Estimated number of practicing teachers certified in LD: 125

Teacher certification procedures set up in state in area of specific learning disabilities:

Yes (in process of revision)

Agency certifying LD teachers in state:

State Department of Education

Program options available for delivery of specific learning disabilities programs:

X	self-contained	X	consulting teacher
X	resource room	____	special education center
X	itinerant teacher	____	other _____

Colleges or universities in state currently preparing personnel in area of learning disabilities:

University of Wyoming, Laramie 82070

APPENDIX A

Eligibility Criteria Specified by State for Child's Inclusion In a Specific Learning Disability Program

ALASKA

A child can be eligible for special education placement if the child has a significant deficit in two or more of the following cognitive learning areas: reading, writing, spelling, arithmetic, listening, thinking or talking skills, as determined by the Child Study Team. Such deficits should indicate a delay of one year or more up to the third grade, and of two years or more beyond the third grade. Any child with a 9th grade skill level in all the above areas cannot be considered learning disabled....

ARIZONA

Eligibility for special education instructional placement shall be determined ....according to all of the following criteria:

a. The child has an educational handicap which is manifested by his/her inability to achieve otherwise attainable progress or development in the regular education program.

NOTE: Difficulty in writing, speaking or understanding the English language due to an environmental background wherein a language other than English is spoken primarily or exclusively shall not be considered a sufficient handicap to require special education.

b. This educational handicap is based on the presence of one or more of the following handicapping conditions: ....
"Specific Learning Disabled" (defined according to statutory definition given under Arizona listing).

FLORIDA

(Proposed regulations)

Criteria for eligibility. Any student who meets all of the following criteria shall be considered an eligible candidate for possible identification and placement.

(a) Evidence of a disorder in one or more of the basic psychological processes. Based on a student's expected level of functioning (Expectancy Age, E.A. = $\frac{2MA + CA}{3}$), a score of less than minus two (-2) standard deviations

in one process area or a score of less than minus one and one-half (-1 ½) standard deviations in three or more process areas. Process areas are defined as:

1. visual channel processes
2. auditory channel processes
3. haptic channel processes
4. language processes
5. sensory integrated processes

In cases where the standard deviation is not available, the following criterion may be applied: Based on a student's expected level of functioning (E.A.), a score of less than 70% E.A. in one process area or a score of less than 80% E.A. in three or more process areas.

(b) Evidence of academic deficits. Based upon the student's expected level of functioning, a score of

70% E.A. or below for 3-6 years of school attendance
60% E.A. or below for 7-9 years of school attendance
50% E.A. or below for 10 or more years of school attendance in one or more of the following academic areas: reading, writing, arithmetic, or spelling. For children in grades K-2 evidence must be presented that the student is achieving below his expected level on pre-academic tasks which require listening, thinking or speaking skills.

(c) Evidence that learning problems are not due primarily to other handicapping conditions.

1. a score of not less than minus two (-2) standard deviations on an individual test of intellectual functioning or evidence that a score below minus two (-2) standard deviations is not a reliable indicator of the student's intellectual potential.

2. for students with visual processing deficits, visual acuity of at least 20/70 in the better eye with best possible correction and evidence that the student's inability to perform adequately on tasks which require visual processing is not due to poor visual acuity.

3. for students with auditory processing or language deficits, auditory acuity of no more than a 30dB loss in the better ear unaided and evidence that the student's inability to perform adequately on tasks which require auditory processing or language is not due to poor auditory acuity.

4. for students with a physical impairment, evidence that their inability to perform adequately on tasks which assess the basic psychological processes is not due to the physical impairment.

5. for students who exhibit persistent and consistent severe emotional disorders, evidence that their inability to perform adequately on tasks which assess the basic psychological processes is not due to these emotional disorders.

(d) Evidence of previous educational adjustments and opportunities.

1. documented evidence which indicates that viable general educational alternatives have been attempted and found to be ineffective in meeting the student's educational needs.

2. documented evidence which indicates the student's inability to improve his performance in deficit areas by mere exposure and repetition.

GEORGIA

For a child to be eligible for placement into a program for specific learning disabilities,

a. There is evidence resulting from the individual psychological evaluation that the child's general cognitive abilities are average or near average.

b. Evidence must be exhibited of a significant disability in one or more of the following areas:

(1) Visual processing (perception, memory, association)
(2) Auditory processing (perception, memory, association)
(3) Language (receptive, expressive)
(4) Sensory integration

HAWAII (not official)

The following four criteria must be met in order to find a child eligible for learning disability services (please note that all four are required, not just one or two):

1. The student (age 7 and above) must demonstrate normal achievement potential through a predictor measure on which the child scores above at least 16% of others of the same age (or one standard deviation). Individual verbal intelligence tests are the best predictors of normal achievement. The Stanford Binet, the Slosson, and the verbal scale of the Wechsler Intelligence Scale for Children are suitable for students aged 7 and above.

Before age 7, predictor measures must be interpreted tentatively because intelligence scores of young children increase dramatically with early intervention for problems. Therefore, normal achievement potential is to be assumed when the student below age 7 scores above at least two percent of others of the same age (or two standard deviations) on a predictor measure. The McCarthy Scales and Wechsler Preschool & Primary Scale of Intelligence (WPPSI) are suitable for students below age 7.

2. The student must demonstrate deviant symptoms of handicap such that the student's scores on academic performance measures fall below 85% of others of the same age or grade placement. The performance measures shall be achievement subtests normed on a population of the same age or grade placement; for

example, Metropolitan Achievement battery or The Peabody Individual Achievement Test. Averaged scores shall not be used to determine deviance. Each skill in achievement must be assessed for deviance; for example, an overall reading level is not as meaningful as a word recognition level (e.g., "what is this word?") or a word discrimination level (e.g., "find the word 'dog'"), etc.

3. The student must demonstrate characteristics of the degree and kind indicative of learning disability. While a list of characteristics has not been completely researched, a tentative list of characteristics is the following (note that these characteristics must be evident in spite of ordinary classroom instruction and discipline):

a. Attending deficit, noted in confusion about the direction of letters and numbers, in lack of eye-hand coordination, and in not focusing on the task at hand.

b. Labeling deficit, noted in lack of ability to remember symbols, ability to remember one day but not another, confusion in what things are called, and seeming not to have a technique for rehearsing what is to be memorized.

c. Understanding deficit, noted in inability to separate figure from background, inability to learn more than one meaning per word, inaccurate guessing from context, and not being able to follow directions.

d. Integrating deficit, noted in inaccurate performance in skills such as spelling, writing, syntax, and sometimes word-calling to such a degree that remediation requires getting rid of bad habits.

e. Expressing deficit, noted in inability to express personal ideas through reading, writing, and talking, not because of lack of intelligence, but because of inadequate basic skills which ordinarily are acquired during the first few grades.

4. The student must demonstrate evidence that significantly low scores on academic performance measures are due to age-related dysfunctions such that if acquisition of certain learning does not occur within a critical age range, later learning will be impaired. For example, memorizing the alphabet and number combinations is best accomplished before age eight. Memorizing after that age becomes more difficult because of the overlay of meaning.

Age-related functions (Kass, 1975) are defined below with some component deficits found to be related to Specific Learning Disability through research (Wissink, Kass, & Ferrell, 1974; DeRuiter, Ferrell & Kass, 1975; Johnson, 1973; Kaiser, 1974; Deshler, 1974; Lewis, 1975; Schnorr, 1976; and Havertape, 1976).

a. Sensory Orientation (from birth to two years of age) is the physiological or functional readiness of the child to respond to the environment. In Piagetian terms, this involves sensori-motor interaction with the environment. Dysfunction during this age range occurs through deficits in body balance, visual pursuit, auditory discrimination, and body awareness.

b. Memory (from two to eight years of age) is the reproduction of sensory impressions when these are no longer externally present. The young child imitates models and recalls those imitations later. It is well known that children can readily learn more than one language before seven years of age. Some of the deficits which may be noted during the development of the Memory function are in the child's control of sensory input (hyper- and hypoexcitability), in rehearsal (method of storing sensory input for later recall), and in short-term memory span.

c. Re-Cognition (from eight to 11 years of age) is the understanding of semantic meaning (as in synonyms, antonyms, homonyms, and multiple meanings) and structural meaning (as in tenses, prefixes and suffixes). Sensory impressions are now colored by concepts, thus changing earlier cognition of the world. Children of this age engage in word play reflecting more flexibility in thinking than during the Memory function with its literal nature. Accurate reproduction of models is replaced by reversible use of symbols. Some important deficits to watch for during the Re-Cognition function are in the ability to note and understand differences within the kinesthetic and tactile sensory systems, in visual figureground distinctions, and in visual closure. Generally speaking, auditory re-cognition is intact in the child with dyssymbolia due to normal or above-normal verbal intelligence. In other words, the child can understand word meanings but he/she may not be able to discriminate in the visual and haptic systems. It is during the next function, Synthesis, that problems occur in the auditory system.

d. Synthesis (from 11 to 14 years of age) is the automatization of modes of response to the environment. Sensory inhibition (von Bekesy', 1967) is normally handled by the central nervous system without special attention except when new modes of response are being learned. Observations made by the individual during the previous functions of Sensory Orientation, Memory, and Re-Cognition become compacted into internalized representations. Whereas sensory discriminations were learned previously; during the Synthesis function, sensory associations must be made. Examples of deficits in children with dyssymbolia are noted in impairments in listening comprehension, temporal sense, feedback or monitoring of one's own performance, coordination of sound symbols with visual symbols, and coordination of sound and visual symbols with muscle sensation.

e. Communication (from 14 years of age and up) is the process by which automatized modes of response and learned concepts are received from others and expressed to others, either consciously or unconsciously. Synthesized skills of speaking, writing, gestures, and reading now take on a personalized style and personal responsibility is taken for the consequences of what is communicated. This is the most complex of the human functions and involves processing of what is received through one's senses and some awareness of what one is transmitting to others. Deficits in the Communication function are manifested in poor performance in mathematical and reading comprehension (reception of meaning through a combination of the intended meaning and one's own interpretation), and in writing and quantitative output (expression of meaning produced in universal symbols so that others may understand).

ILLINOIS

The child exhibits one or more deficits in the essential learning processes of perception, conceptualization, language, memory, attention, impulse control, or motor function.

IOWA

Sensory Criteria

1. Hearing Sensitivity

Hearing sensitivity must be within normal limits after correction. However, students who may be experiencing a temporary loss or whose loss is non-educationally relevant; i.e., high frequency losses above the speech range, should not be excluded automatically.

2. Visual Acuity

Visual acuity must be within normal limits after correction in the better eye; i.e., acuity better than 20/70.

Intellectual Criteria

Students whose primary handicapping condition is due to learning disabilities must score above the minus one standard deviation point on a major instrument that is recognized as a valid measure of intellectual functioning. When placement in a special class or assignment to a resource room is being considered, the student must have been administered an individual or series of individual intelligence tests which are taken into consideration in making a written statement concerning the student's overall intellectual potential.

Occasionally, there is reason to suspect the test results are not true indices of a particular student's ability. In these cases, other data supporting the professional judgment that intellectual potential is above minus one standard deviation must be submitted in written form.

Mental Health Criteria

Students with learning problems primarily due to emotional disabilities are not eligible for services on the basis of learning disabilities. Although this differentiation, at this time, is primarily one of professional judgment, the staffing team should minimally consider each student's behavior in the following areas:

1) Behavior problems apparent in social relationships including peer relationships, student-teacher relationships, student-parent relationships and student-sibling relationships.

2) Behavior problems apparent in various settings including the regular classroom(s), playground, study hall and other unstructured time, special subject areas such as music and art, the home and community.

Students with learning disabilities, however, may evidence behaviors which are characteristic of social-emotional problems. They may often miss or confuse non-verbal cues in the behavior of others and have little understanding of subtle language used in puns, slang expressions, etc. They may not be able to attend to task in group settings. As the student with learning disabilities grows older, particularly if he has been undiagnosed and unserved, he/she will have a less than adequate self-concept and be difficult to motivate.

Academic Discrepancy

1. The extent of a student's academic deficiency is determined by his performance on individual or group standardized tests. To satisfy this criteria, a child must be significantly underachieving in one or more of the following basic skill areas: Pre-academic (readiness skills), reading, spelling, written expression, mathematics, by the following amounts when first identified:

a. Preschool - by performance on standardized readiness measures of minus 1 standard deviation.
b. First Grade - by performance on standardized readiness measures or appropriate achievement measures of minus 1 standard deviation.
c. Second Grade - by one grade level.
d. Third and Fourth Grade - by 1 ½ grade levels.
e. Fifth and Sixth Grade - by at least 2 grade levels.
f. Seventh and Eighth Grade - by at least 3 grade levels.
g. Ninth Grade and beyond - by at least 4 grade levels.

2. The child's achievement scores may not be viewed apart from his estimated intellectual capability. The criteria for underachievement given above must be discrepant from the student's expected performance. That is, his/her relative position in the distribution of achievement scores should be reliably lower than his/her relative position in the distribution of intelligence scores than can be accounted for by other factors in his environment.

3. The amount of underachievement may be less as students participate in a learning disabilities program, begin to make academic growth and eventually reach a stage of maintenance. Consideration of this will help to determine movement along the continuum of service options and assist in targeting appropriate dismissals from special education learning disabilities programs.

Educational History

When an academic discrepancy is identified, it is important to determine if that discrepancy is the result of an extended absence without the provision of a school program, frequent moving, inadequate instruction, a non-English speaking home, or other external factors. Parent interview and review of relevant school records are useful information gathering techniques. Remedial programs or other general education alternatives may be the most appropriate interventions in these cases, as well as special education consultative

support for the student's classroom or content teacher(s). However, a pupil who satisfied all other criteria should not be excluded from services on the basis of learning disabilities merely because he/she comes from an economically impoverished or culturally different home or one in which support for the school may be lacking.

Learning Skills and Processes or Language Skills and Processes

The assessment of Information Processing Abilities is sometimes achieved by instruments which purport to measure modality preferences, perceptual skills (e.g., closure, discrimination, etc.), memory functions and levels of meaningfullness. The assessment of the Linguistic System is achieved through the use of measures of receptive and expressive semantics, syntax, and morphology.

Use of instruments which purport to measure Information Processing Abilities must be coupled with professional judgment. Persons knowledgeable in learning disabilities will be able to make clinical judgments of information processing by observation of how the child deals with the task demands of other instruments and through observation of the student in the school setting.

When used in determining eligibility, the relationship of findings in these areas to the student's school performance should be clearly established. Data in these areas, whether based on observation in the classroom, standardized instruments, surveys, or clinical judgments extrapolated from instruments primarily designed to assess other variables, should be documented in written form.

Other Characteristics

Other characteristics are frequently associated with the learning disabled, such as attention problems, high distractibility, difficulty generalizing from past experiences and drawing conclusions. Observations of these behaviors, if used in determining eligibility, must also be entered in written form indicating on what basis the clinical judgments have been made.

Additional Comments

Assessment can be viewed as having two primary purposes: 1) assessment for identification of a handicap, and 2) assessment for planning individual programs.

Assessment of instructional needs is accomplished to acquire the necessary information to develop an appropriate comprehensive educational plan for the student with learning disabilities. Although some of this information is collected by the staffing team as part of the identification process, additional information is necessary for instructional purposes. There should be an analysis of the learner in his environment which includes: 1) teacher and parent interview, 2) direct observation in the classroom in a variety of activities, 3) review of relevant school records.

Assessment of specific educational needs should consider: 1) the teacher's written report of the student's specific strengths and weaknesses in the academic and behavioral areas, 2) behavioral checklists completed by those who currently work with the student, 3) criterion referenced tests, 4) error analysis of the individual student's work, and 5) diagnostic teaching. This type of assessment for instructional purposes should be ongoing and provide the relevant data for follow-up and yearly reevaluation.

KANSAS

(The definition of specific learning disabilities) is made more operational by the delineation of three concepts, intactness, discrepancy, and deviation.

(1) Learning disabled children are primarily intact children. They are not primarily visually impaired, hearing impaired, environmentally disadvantaged, mentally retarded or emotionally disturbed. In spite of the fact that these children have adequate intelligence, adequate sensory processes and adequate emotional stability, they do not learn without special assistance.

(2) Learning disabled children show wide discrepancies or intra-individual differences in a profile of their development. This is often shown by marked discrepancies in one or more of the specific areas of academic learning or a serious lack of language development or language facility. These disabilities may affect his/her behavior in such areas as thinking, conceptualization, memory, language, perception, reading, writing, spelling, or arithmetic.

(3) The concept of deviation of the learning disabled child implies that he/she deviates so markedly from the norm of his/her group as to require specialized instruction. Such specialized instruction required for learning disabled children may be of value to other children. However, the population to be served with special education funds authorized for such children does not include children with learning problems which are the result of poor instruction or economic or cultural deprivation, unless these children also have been identified as "specific learning disabled."....

A comprehensive evaluation of a child referred for possible learning disabilities shall address the following components in relation to the operational definition given above:

(1) Is the child intact to the point that his educational plan will not be primarily influenced by another handicap?

Hearing and vision screening, and if indicated, further diagnostic and/or medical evaluations shall be utilized to determine if there are sensory impairments or physical health factors which are severe enough to be considered a primary handicap.

An evaluation of the child's intellectual functioning or potential shall be carried out. The learning disabled child has the potential for at least average functioning. He/she can be expected, as an adult, to be able to function socially and vocationally on an independent level.

Learning disabled children often show behavior problems, poor impulse control, poor peer relationships and obvious frustration in the educational climate in which they are having difficulty. However, these types of responses can generally be differentiated from severe emotionally maladaptive behavior by qualified psychological examination.

(2) Is the discrepancy between potential and achievement of sufficient amount to be considered disabling?

The use of a ratio for quantifying the discrepancy between potential and actual achievement is pre erable to the use of a fixed figure. The indication of a few months lag early in a child's schooling may be more significant than two or more years lag at the secondary level. Description of various quantifying methods will be described in program implementation guidelines which are being developed.

(3) Do the discrepancies or deficits appear to be specific rather than generalized?

The handicapped child with specific learning disabilities differs from the mentally retarded child in that the problem is not one of general difficulty in learning but is related to specific deficits. There appears to be a deficit in one or more of the processes of reception, integration or expression. Those processes not affected allow the child to function in certain areas at a normal or above normal level.

(4) Does the child deviate so markedly from the norm of his/her group as to require special education intervention?

Groups of children where economic deprivation or other conditions have caused a general lowering of the academic level of functioning should not be identified as learning disabled. It is possible, however, that some children in these groups may also have a specific learning disability and would then need services within a learning disability program.

KENTUCKY

The following operational criteria should be used in determining the referred pupil's eligibility to receive services for the learning disabled.

I. Achievement Criteria

The definition of learning disabilities specifies that a pupil will exhibit deficiencies in written and/or spoken language.

A. Written language and Arithmetic

To satisfy this criteria, the pupil must be significantly underachieving in one or more of the following basic skill areas: reading, spelling, writing, arithmetic. The extent of the pupil's deficiency is determined by his performance on standardized tests

of these skills. For the deficiency to be considered serious, the discrepancy between chronological age and performance should be as follows:

1. Pre-school and first grade: performance on a standardized readiness measure(s) of minus two standard deviations.
2. Second grade: performance at grade level 1.0 or below.
3. Third grade: performance at grade level 1.5 or below.
4. Fourth grade: performance at grade level 2.0 or below.
5. Fifth grade: performance at grade level 2.5 or below.
6. Sixth grade: performance at grade level 3.0 or below.
7. Seventh grade: performance at grade level 3.5 or below.
8. Eighth grade and beyond: performance at grade level 4.0 or below.

B. Spoken Language

The assessment of spoken language is achieved through the use of measures of receptive and expressive semantics, syntax and morphology. To be eligible for services for the learning disabled, a pupil must demonstrate a significant deficit of at least minus two standard deviations on one or more spoken language skills.

II. Intellectual Criteria

Recognizing that mentally retarded pupils may also have learning disabilities in addition to their intellectual deficit, such children are excluded from learning disabilities services if they do not meet the operational criteria listed below.

A. Group intelligence tests

A group intelligence test may be given and a pupil considered eligible so long as he scores above the minus one standard deviation cut-off point.

B. Individual intelligence tests

The pupil who scores below the minus one standard deviation cut-off point must be administered an individual intelligence test(s) which has(have) identifiable verbal and performance components.

To be eligible for services for the learning disabled, a pupil must score above the minus one standard deviation cut-off point on at least one major component of the individual intelligence test (verbal or performance) and no lower than 1 ½ standard deviations on the composite score (e.g., total or full scale IQ), unless there is a 20 point discrepancy between verbal and performance components.

III. Sensory Criteria

A. Hearing Sensitivity

Hearing sensitivity must be within normal limits. However, pupils who may be experiencing a temporary loss or whose loss is non-educationally relevant, e.g. high frequency losses above the speech range, should not automatically be excluded.

B. Visual Acuity

Visual acuity must be within normal limits after correction, i.e. acuity better than 20/70 in the better eye.

C. Hard of Hearing or partially sighted pupils may receive services for the learning disabled provided

a. they meet other eligibility criteria and

b. the hearing or vision loss is not the primary handicapping condition

IV. Emotional Criteria

Pupils with severe emotional disturbances, as judged by a psychiatrist or qualified psychologist, are not eligible for services for the learning disabled. This exclusion does not apply, however, to pupils who may exhibit difficulties in interpersonal relationships, be disruptive in class, exhibit temper episodes, lack of enthusiasm, poor attitude and/or motivation, or be suffering from boredom. In such cases, the pupil's emotional problems must be secondary to his learning disabilities in order to be eligible for the learning disabled.

V. Environmental Criteria

Pupils excluded on the basis of environmental disadvantage are those who for some reason have been absent from school for significant periods or who are non-English speaking. A pupil who satisfies the other criteria should not be excluded from special services merely because he comes from an economically impoverished and/or culturally different home, or one in which support for the school is lacking.

MAINE

1. Exhibits inefficiency in basic information processing skills (Language, visual-perceptual-motor, body awareness and control)

2. Manifests difficulty in behavioral control and adjustment

MICHIGAN

(Note: Following is a proposed Draft of criteria for eligibility, developed in Michigan and piloted by school districts in 1975-1976. Results of the pilot project are currently being evaluated.)

A comprehensive evaluation by a school psychologist and other pertinent information should be available to determine if a student, being considered for placement in special education as learning disabled, meets all of the following criteria:

(a) Present achievement in one or more of the basic skill areas is approximately 40% or less of expected achievement.

In factor (a) of the evaluation process, PA (Present Achievement) refers to measurable achievement in the basic academic skill areas such as: word recognition (reading), reading comprehension (language), spelling (writing) and/or arithmetic. PA will be estimated from the individual administration of an appropriate standardized individual achievement battery or developmental readiness measures.

For the purpose of defining learning disabled, EA (Expected Achievement) will be computed with the following formula:

Expectancy = MA (Mental Age) - 5

Example: Sally is 10.5 years old and has an I.Q. of 115.
10.5 x 115 = 12.1 mental age (MA)

MA - 5 = Expected Achievement
12.1 - 5 = 7.1 (EA)

40% x 7.1 = 2.8 (approximate top level for eligibility)

In reading she is achieving at the 4.8 level. This is substantially above the 2.8 approximate ceiling and she would not qualify by taking into account her achievement in this area (reading) alone.

However, in the area of math she is achieving at the 2.5 level, which would satisfy the condition of having one or more of the areas at or below 40% of expected achievement. Therefore, she meets the criterion of this section.

When a determination is made that one or more of the basic academic skill areas is approximately 40% or less of expected achievement, factor (a) of the evaluation process is complete.

(b) Pattern of strengths and weaknesses as evidenced by intra-individual variability on individually administered educational and psychological tests of approximately a 1.5 standard deviation difference between two or more subtest scores and the student's mean score on that test.

In factor (b) of the evaluation process, the characteristic of unusually high and unusually low subtest scores, with reference to the student's average test score, is required. The low subtest scores should bear a reasonable

relevance to the area(s) in which the student is experiencing difficulties.

It is not required that every test used in the evaluation battery show such evidence of variability. It is required, however, that there be sufficient evidence of unusual strengths and weaknesses on some of the tests administered to support a statement that such variability characterizes the student's patterning of test scores.

When substantiation is given that two or more of the subtest scores deviate from the mean score by 1.5 standard deviations, the evaluation of factor (b) is complete.

(c) Manifestation of learning disorders which may be characteristic of central nervous system dysfunction as reflected by such diagnostic labels as minimal brain dysfunction, dyslexia or aphasia.

Factor (c) of the evaluation process centers around the manifestation of symptoms characterized by diagnostic lables such as minimal brain dysfunction, dyslexia or aphasia. These are labels used by various professions to indicate a central nervous system disorder. One of these diagnostic labels need not be applied to the student for determination of eligibility by the EPPC. However, the symptoms generally characteristic of one of these diagnostic labels should be manifested.

Upon determination that the student displays a pattern of symptoms characteristic of one of these labels, factor (c) in the evaluation process would be completed.

(d) Inability to profit from regular education alternatives without special education support.

Factor (d) of the evaluation process for preprimary (0-5) children relies upon descriptive data given to the EPPC which indicates that the child is experiencing developmental problems that will severely inhibit his ability to learn in the regular education program upon entry into school.

Factor (d) of the evaluation process for school-age (K-12) students relies upon descriptive data from the teacher and/or other personnel given to the EPPC which indicate that viable general education alternatives have been given a fair trial and found not to be effective. Examples would include: individualized instruction, tutoring, remedial reading, English as a second language and/or bilingual education, compensatory education, placement with other teachers and/or general education resource programs, etc.

Factor (d) of the evaluation process, for persons who have not completed a school program and who are not presently in attendance in school (16-25), relies upon descriptive data given to the EPPC which indicates that the person is in need of alternative academic, pre-vocational and/or vocational training in order to make an adequate life adjustment.

When a determination is made by the EPPC that the requirement of this criterion has been met, based on the information provided, factor (d) in the evaluation process is complete.

(e) Unsatisfactory performance not found to be based on social, economic or cultural background.

In considering factor (e) of the diagnostic process, a student would not be excluded from eligibility for special education placement because of his social, cultural or economic background if all of the criteria (a) through (d) have been met. However, if there is some doubt as to whether these criteria for placement have been clearly met, the total evaluation of the student should be carefully weighed in terms of the student's social, cultural and economic background. Poor academic functioning due to such things as irregular attendance in school, low intelligence, bilingual background, lack of educational stimulation in the home, etc., does not qualify a student for a special education program or service under the definition of learning disabilities.

NOTE: Verification of eligibility on all of the five factors (a) through (e) must be made by the EPPC and would signify completion of the entire evaluation process.

(Note: The following are proposed changes in the pilot definition under consideration by the Michigan Pilot Project Committee.)

(1) "Learning impaired" means a person identified by an educational planning and placement committee, based upon an individually administered comprehensive evaluation by a school psychologist and a teacher consultant of the learning disabled or a teacher of the speech and language impaired, and other pertinent information, as having all of the following characteristics:

(a) Present achievement in one or more of the basic skill areas is approximately 40% or less of expected achievement but shall not exceed the automatic skill level in the deficit basic skill area(s).

(b) Pattern of strengths and weaknesses as evidenced by intra-individual variability on an educational or psychological test of approximately a 1.5 standard deviation difference between two or more subtest scores and the student's mean score on that test or approximately a 9 scale score difference between highest and lowest subtest scores.

(c) Inability to profit from regular education alternatives without special education support.

(2) Learning impaired shall be inclusive of students who have been diagnosed as having a condition or disorder characteristic of central nervous system dysfunction, which may have been identified under such medical labels as minimal brain dysfunction, dyslexia or aphasia, if the students thus identified meet the requirements of (1) above.

(3) For a student to be identified solely as learning impaired, it shall be determined that the student does not meet the eligibility requirements of severely mentally impaired, trainable mentally impaired, educable mentally impaired, emotionally impaired, hearing impaired, visually

impaired, physically and otherwise health impaired or severely multiple impaired as defined in R340.0703 through R340.1709 and R340.1714.

MINNESOTA

....Carefully designed referral, pre-entry screening and psycho-educational evaluation processes will provide the necessary information upon which to make the decision that special education SLBP (Special Learning and Behavior Problems) services are needed for a child.

a. No child will be provided SLBP services until a certified SLBP teacher and, when necessary, mental health professionals have performed a comprehensive educational and behavioral assessment which yields evidence that the child's mode of task acquisition and/or behavior management requires a specialized system of task presentation and/or reinforcement that an SLBP instruction and service option can provide. This specification does not exclude other professionals from the child study process. Utilization of other expertise is recommended and necessary in many instances.

Since serious learning, behavioral, emotional and social problems can have the effect of depressing or distorting standardized intelligence and achievement test scores, specification of a score(s) or a characteristic(s) does not serve as valid criteria for determining a child's eligibility for services. Therefore, the professional expertise of the psycho-educational assessment and staffing teams should determine:

1. Learning, emotional, social, and/or behavior management problems so dysfunctional as to seriously interfere with the child's own school progress or the educational rights of other children and which require attention and help beyond that which the regular instructional program can provide.

2. Sufficient sensory integrity, motor skill and general mental ability to make educational consideration as a mentally retarded, hearing, vision, or motor impaired child unnecessary.

MISSISSIPPI

In making a decision as to eligibility for classes in the area of learning disabilities, the regional screening team will consider the following factors, information, or criteria:

1. Level of intelligence: Only children with at least normal or potentially normal intelligence in either verbal or performance areas are considered eligible for such classes. The "potentially normal" might be considered those who have most of their subtest scaled scores within the normal range but because of appreciable deficit in one or a few subtests obtained verbal or performance IQ scores below the accepted normal level.

Caution should be taken in ruling children with potentially normal intelligence eligible for an SLD class. Application of the expectancy age formula to the academic and process components may assist in identifying the potentially normal.

$$EA = \frac{2\ MA + CA}{3} \qquad \text{Expectancy age} = \frac{2 \text{ mental age} + \text{chronological age}}{3}$$

(Harris, A.J., How to Increase Reading Ability (5th ed.). New York: David McKay, 1970)

2. Intertest scatter among subtest scaled scores on the Wechsler scales: The mean is computed on each area (verbal or performance) and each subtest scaled score that deviates two or more points from the mean in its respective area is considered to comprise significant intertest scatter.

3. Intratest scatter on Wechsler scales: This is significant when the subject tends to get correct answers to very difficult items but fails much easier ones in the same subtest.

4. Fifteen or more points difference between verbal and performance IQ scores: If the verbal score is significantly higher than the performance score, one might suspect nonverbal learning disorders or frequently associated visual perceptual problems, or perhaps deficits in written language. If the performance score is significantly higher than the verbal score, deficits in auditory language or hearing might be suspected.

5. Specific subtest scaled scores considerably below others:

   Subtests indicative of visual perception are the subtests: Picture completion, picture arrangement, block design, object assembly, coding.

   Indicative of deficiencies in auditory/language are the subtests: Digit span, comprehension, vocabulary, and arithmetic.

   Indicative of problems in the haptic/motor areas are the subtests: Block design, coding, object assembly, and mazes.

6. The test profiles must be studied and a specific area of learning disability identified. For example: a learning disability in reading.

7. Drawings on tests: Distortion of Bender drawings, along with perseveration, rotation, and poor organization, indicate poor visual motor gestalt, which is said to be closely associated with poor visual perception. Distorted Goodenough drawings may suggest poor body image or awareness, inadequate perception of position in space, and possibly problems in arithmetic and nonverbal deficits.

8. Academic achievement: A child with specific learning disabilities will be appreciably below normal age-grade placement in one or more of his subject matter areas. Recent achievement test scores are needed for this determination. If no such scores are available, the evaluator shall administer an achievement test.

9. The medical report: The neurological, (though not required), can be significant in an evaluation or diagnosis. Special note should be made of any medications the child is receiving, to determine if they may contribute toward his learning problem.

10. The developmental history: The record of stages of development at normal ages or deviations is quite important in evaluating a child.

11. Educational record: It is important to know whether the child has always had learning problems or whether they were acquired at some point. If the latter, one might suspect emotional problems as the primary handicap. Reports of teacher's observations are quite helpful.

12. The total picture: The composite, overall preponderance of evidence must be used in making a decision, not a few minor symptoms. The greatest evidence of eligibility is the presence of low academic achievement accompanied by normal or potentially normal intelligence. The other diagnostic items would be helpful in classifying the deficit so that appropriate remediation can be applied. The pupil in this class must be expected to eventually reach or approach normalcy in school achievement.

Exclusion Factors:

1. Slow learner - evidence of consistent below-normal performance on subtests of the Wechsler Intelligence Test.

2. Those whose specific learning disability is the secondary handicapping condition. For example, an educable mentally retarded child may have a specific learning disability, but it would not be the primary handicapping condition, and he would therefore be excluded from a class for pupils with specific learning disabilities.

MISSOURI

Some common learning and test performances are:

a. Spotty or patchy intellectual deficits. Achievement low in some areas; high in others.

b. Below mental age level on drawing tests (man, house, etc.).

c. Geometric figure drawings poor for age and measured intelligence.

d. Poor showing on group tests (intelligence and achievement) and daily classroom examinations which require reading.

e. Characteristic sub-test patterns on the Wechsler Intelligence Scale for Children, including "scatter" within both verbal performance scales; high verbal - low performance; low verbal - high performance.

f. Poor performance on block design and marble board tests.

MONTANA

A learning disabled student is one who has been identified by a Child Study Team based upon the comprehensive evaluation by school and consultative personnel as having all the following characteristics:

a. Functional:

One who shows a significant discrepancy between his potential or capacity and his actual performance in one or more of the basic academic areas (reading, writing, spelling, mathematics, etc.).

(1) The discrepancy (difference) is typically measured in terms of: (a) grade levels (years and months), (b) specific deficits in skills assigned to a particular grade level or scores or (c) achievement performance data compared to actual grade placement, chronological or mental age or some other indicator of capacity or potential.

Implied in this character of discrepancy is the idea of competencies and the analysis of individual weaknesses and strengths; in other words the learning disabled child may show areas in which there is little or no discrepancy.

(2) The assessment of discrepancy is accomplished through the use of formal, informal and observational tools. The utilization of all three processes of assessment is considered necessary.

(3) Individual evaluation of the child renders data indicating that the child is capable of performing near, within or above the average range in learning potential (intellectual functioning).

b. Psychological Processes:

Psychological process refers to a dysfunction of the receptive, integrative and/or expressive skills as shown in perception, discrimination, understanding, attention, recall, concept formation and using spoken and/or written language and the ability to listen, think, read, speak, write and perform mathematical calculations.

A learning disabled person's disorders are not primarily the result of problems with visual acuity, hearing impairment, physical handicaps, cultural and instructional factors, and mental retardation.

Comprehensive evaluation by qualified medical examiners may assign diagnostic labels such as dyslexia, aphasia, minimal brain dysfunction, perceptual, etc. These medical evaluations may provide assistance in the determining process but are not required.

NEBRASKA

LD Placement Criteria

A. Child characteristics

1. Academic achievement in certain areas is markedly different from peers while other areas are within the average range of expectation for the group.

2. Intellectual functioning is within the average range.

3. Other explanations for poor performance have been investigated and ruled out. These include:

    a. School attendance
    b. Educational disadvantage including inadequate instruction and lack of school opportunity.
    c. Hearing loss
    d. Vision
    e. Physical handicaps
    f. Emotional disturbance

4. Problems which are displayed in curricular areas are associated with deficits in psychological processing such as attention, perception, discrimination, memory, concept formation, language structure, etc.

5. A pattern of distinct strength and weakness in both curricular and psychological process areas is evident.

B. Required Procedures

1. No other services are appropriate (remedial reading, aide, Title I reading and math programs, other special education programs).

2. Other problems (eyeglasses, mild hearing loss, health) have been ruled out or are receiving attention.

3. The handicap has been verified by a psychologist or by a resource teacher whose diagnosis has been reviewed by a psychologist.

4. Informal and formal individual diagnosis have been performed to the point that a teaching program can be developed based on findings.

5. Formal instruments have been employed to verify clinical judgment whenever possible.

6. The basis for verification of the learning disability as outlined in section A is recorded and available in the student's folder at the district level.

7. Parental permission has been obtained for both diagnostic and special education placement.

NEVADA

Specific characteristics include, but are not limited to:

1. Discrepancies between intellectual achievement potential and achievement level.
2. Perceptual motor impairment (auditory, visual, haptic).
3. General orientation defects (space, time, body image).
4. Disorders of memory and thinking.
5. Disorders of speech and language.
6. Specific learning disabilities in reading, arithmetic, writing, spelling and/or content subjects.
7. Hyperactivity.
8. Emotional lability.
9. Disorders of attention (e.g., short attention span, distractibility).
10. Impulsivity.
11. Equivocal neurological signs and EEG irregularities.
12. Developmental disparity in processes related to education.
    a. Auditory processes
    b. Visual processes
    c. Haptic processes

NEW MEXICO

The following three distinguishing factors must be present in the identification of a child with a specific learning disability:

a) exclusion factor - child does not have learning problems due primarily to mental, physical, visual, hearing, emotional impairments, or an environmental disadvantage. (Modified from Myklebust's "Rating Scale.")

b) academic factor - child has a discrepancy between expected and actual academic achievement and/or expected development resulting in a listening, thinking, talking, reading, writing, spelling, or arithmetic disorder.

c) process factor - child has a process disorder in expressive, receptive and/or integrative function.

NEW YORK

Prior to being referred to a specific learning disabilities program, documentation of the following must be presented:

1. The student has participated in a readiness program;
2. The student has been through a sequential program of skill development in a traditional academic setting;
3. The student has received assistance in a remedial program, and there is evidence of potential for improvement in a more intensive, individualized setting;
4. The student has been in regular attendance.

I. Physical Criteria

a. Hearing acuity must be within normal limits, i.e., no more than 25 db loss in two frequencies in either ear, using ISO standards.

b. Visual acuity must be within normal limits after correction in the better eye, i.e., acuity better than 20/70.

c. Hearing and Vision impaired children....may receive additional services by learning disabled provided they are also receiving appropriate services by teachers certified to instruct the hearing or vision handicapped.

II. Mental Criteria

a. A child must score above the minus one standard deviation cut-off point on a verbal or non-verbal test of intelligence administered by an approved school psychologist.

III. Emotional Criteria

a. Children with severe emotional disabilities, as judged by an approved psychiatrist or an approved school psychologist, shall be excluded from services for the learning disabled.

IV. Basic Learning Skills Criteria

The criteria for achievement given below must be discrepancies from the grade in which the child is enrolled. If grade level scores are not available in readiness and language, the child must demonstrate deficiencies of at least minus one deviation from the age norm.

a. The child must demonstrate deficiencies in one or more areas, such as reading, spelling, arithmetic, and oral and/or written language, on individually administered standardized ability, achievement, or readiness measures - by at least the following amounts:

First Grade - by performance on standardized achievement and/or readiness measures of minus one standard deviations or greater.
Second Grade - by one grade level.
Third and Fourth Grades - by 2 grade levels or more.

OHIO

1. Must be of legal age (5-21) years old.

2. Have normal or above IQ.

3. Cannot meet academic and social behavioral expectations of the regular instructional program because of a significant performance deficit.

4. No visual, hearing or motor impairments.

OREGON

1. The school district shall obtain enough information to document a performance deficit in perception, conceptualization, language, memory, sensory-motor skills, or attention. Information may be obtained from any or all of the following:

   (a) standardized tests of achievement or intelligence;
   (b) standardized diagnostic tests of skills;
   (c) informal tests and inventories (commercial or teacher made);
   (d) data from systematic observation.

2. The district shall develop an individualized instruction plan based on the strengths and weaknesses of the child as determined by the diagnostic study.

3. Consultation shall be held with parents before placing a child in an instructional program.

4. The medical examination generally required in determining eligibility of handicapped children for special education may be waived by the school district, but a medical examination is recommended when learning problems may be associated with neurological, vision, or hearing problems, or when after a period of special education help, the child has failed to make reasonable progress.

5. The district shall evaluate each learning disabled child as often as necessary but not less than once a year to determine the need for continued special education and to plan the nature of the child's educational programs.

SOUTH DAKOTA

A child with learning disabilities is characterized by having average or above average intelligence, as measured by performance within or above the normal range on a standardized, individually administered test of intelligence; having adequate sensory acuity, as measured by performance on standardized sensory screening devices; and achieving considerably less than the composite of age, intelligence, and educational opportunity would predict.

The child who is learning disabled is identified by a combination of factors, as no one factor will specifically identify learning disabilities. The decision as to whether or not a child is identified as learning disabled must be made by a team composed of the classroom teacher, administrator, evaluator(s), and other supportive staff upon review of information in the following areas:

(1) The characteristic that a learning disabled child has average or above average intelligence is measured by performance within or above the normal range on a standardized, individually administered test of intelligence in any one or all of the sections (verbal, performance, or full-scale scores). This test must be administered by a qualified examiner.

(2) The characteristic that a learning disabled child has adequate sensory acuity implies that the child performs adequately, or has been corrected to perform adequately, as determined by standardized sensory screening devices or by a complete ophthalmological/optometric and audiological evaluation. Thus, the learning disabled child is not one who is limited academically by the existence of medical problems.

(3) The characteristic that a learning disabled child is achieving considerably less than the composite of age, intelligence, and educational opportunity would predict may be identified through performance in one or more of the following areas: handwriting, reading, oral expressive language, math, spelling, and social behavior. Some of the behaviors which a learning disabled child may exhibit within these areas include hyperactivity, hypoactivity, distractibility, perseveration, and performance fluctuations (inconsistency). The child may also demonstrate perceptual-motor impairments and/or limitations in the skills of listening, decoding, conceptualization, following directions, memory, and thinking.

TENNESSEE

Learning Disorders

- Dysfunction in the basic neurological processes.

Problems associated with visual impairments, hearing impairments, motor handicaps, mental retardation, emotional disturbance, or an environmental disadvantage have been excluded as the basis of the disorder.

- Learning disorders which are manifested in academic situations and are associated with listening, thinking, talking, reading, spelling, or arithmetic computation.

- Less than three-fourths the normal rate of functioning in one or more of the following process areas: visual and auditory, tactile and kinesthetic, and language.

Learning Problems

- Rate of functioning significantly lower than the average person of the same age for no apparent psychological or physiological reason.

- Developmentally progressing at no more than two-thirds of normal rate.

Certification by Specialist

- The learning disabled must be certified by a qualified specialist who is approved annually in the local school system plan. Documentation must be in writing.

TEXAS

* Written report of assessment showing total intellectual functioning not more than two standard deviation units below the norm.

* A written report of assessment revealing evidence of a deficit or deficits in one or more of the basic psychological learning processes of auditory, visual, or haptic processing, inter-sensory integration and/or concept formation.

* A written report of educational assessment substantiating a discrepancy between age level expectancy and current educational performance. This criterion may not necessarily apply to pupils ages 3 through 5 years of age.

* Documented evidence must be offered to indicate that the child's learning style deviates so markedly from the norm of his age group that he requires special education intervention.

* Physician's written report of general medical evaluation.

UTAH

Any child who meets all of the following requirements shall be an eligible candidate for screening and possible placement in a program for children with learning disabilities. His formal placement in a learning disabilities program, however, could not be made only on the basis of his meeting these five requirements. Further diagnosis would be needed to determine whether there are underlying process deficits which cause the behaviors to qualify him for the five requirements which follow.

Eligibility Requirements

1. He has been formally referred through the school principal by parents, teacher, psychologist, school nurse, a physician, or any person with whom he has had direct involvement.

2. He cannot meet the academic expectations of the regular instructional program.

3. His intellectual ability, on an individually administered IQ test, has been assessed as being within, or above, the normal range of intelligence. Or a qualified psychologist, after having tested the child, has determined that he has sufficient potential for normal intellectual functioning.

4. He is functioning at least 35% below both his current grade placement and his expected achievement. If the child is too young to qualify under this criterion on an academic grade score, testing which yields a developmental or language age score may be used to determine his functioning level. Symptoms of Specific Learning Disabilities which follow might also be utilized.

5. He demonstrates extreme intra-individual differences. These are differences of ability within the child himself related to discrepancies in growth and to developmental imbalances.

Educational Evaluation and Prescription Guidelines

An education prescription shall be prepared for each pupil outlining individual educational and personal needs to be met.

A psycho-educational evaluation is required for a child to be placed in a special program for learning disabled children. Such an evaluation should clearly identify his strengths, his weaknesses, and his most productive and preferred mode of learning (visual, auditory, kinesthetic). The psycho-educational evaluation should result in the prescription of an appropriate and individualized instructional program.

Areas of deficit or concern revealed through classification procedures should be the focus of an in-depth psycho-educational diagnosis which will include at least two of the following skill areas.

1. Academic areas of reading, mathematics, spelling.

2. Processing visual information.

3. Processing auditory information.

4. Perceptual motor skills.

5. Social perception skills.

VIRGINIA

Levels of functioning significantly above and below chronological age in the areas of oral and written language, memory, perception, and behavior. (The areas of function below chronological age are not directly attributable to sensory deficit.)

(Eligibility criteria are now in the process of revision.)

WASHINGTON

(i) The child will have significant deficits in visual and/or auditory functioning (including discrimination, memory, and integrations in visual-auditory and/or motor functioning). Perceptual/cognitive defects will be verified by assessment which shows a delay of one year or more at or below the 1st and 2nd grade level, two year delay at the 3rd and 4th grade level, and three years or more delay at the 5th grade level and beyond, and/or a score of -2 standard deviations below the child's potential in one or more of the following areas:

a. Visual Processing
   (1) Perception (discrimination and closure)
   (2) Memory
   (3) Association
   (4) Integration

b. Auditory Processing
   (1) Perception (discrimination and closure)
   (2) Memory
   (3) Association
   (4) Integration

c. Haptic Processing
   (1) Kinesthetic
   (2) Tactile

d. Language
   (1) Reception
   (2) Expression

e. Sensory Integration/Association
   (1) Visual-motor
   (2) Visual-auditory (vocal)
   (3) Auditory-motor
   (4) Auditory-vocal

(ii) Significant reading deficits as verified by administering one or more tests for word recognition, comprehension, or general reading ability. A significant deficit is indicated by test scores showing the child one year or more below his potential at or below the 1st and 2nd grade level, two years or more at the 3rd and 4th grade level, and three years or more at or beyond the 5th grade level. Any child with an 8th grade reading level or beyond is ineligible....

(iii) The child will have near normal (IQ of 75 or above), normal, or above normal intelligence as measured by individually administered psychological tests and interpreted by a qualified psychologist.

(iv) The child does not qualify for placement in any other special education program.

WEST VIRGINIA

(Criteria pending State Board of Education approval)

A. Eligibility criteria for major specific learning disabilities at both elementary and secondary levels assume that:

(1) children with specific learning disabilities have average or near average intellectual potential as indicated on individual intelligence tests, such as the Wechsler series;

(2) they perform neither in the mentally retarded range (75 IQ and below) nor fit more appropriately into programs for behavioral disorders, sensory impairment (auditory or visual) or physical disabilities.

B. Additional criteria at the elementary level (K-6):

The child must:

(1) demonstrate a significant discrepancy between individually assessed intellectual potential and achievement in any one or more of the major academic areas of

Grade 1	6 months or more
Grades 2-3	1 year or more
Grades 4-5	1 ½ years or more

(2) exhibit deficits in any one or more of the specific learning processes of perception, memory, conception, and expression that interfere with oral language, written communication, and/or motor activities to such a degree as indicated by consistent failure or inadequate performance on similar tasks, not only in the classroom but on standardized and/or diagnostic tests, that special programming of appropriate instructional tasks is required to meet the specific needs of the child.

C. Additional criteria at the secondary level (7-12):

(1) Students at the secondary level must perform 2 years or more below their actual grade placement in mathematics or language, and

(2) In all cases, they must function below the 7th grade level in mathematics or language.

WISCONSIN

Learning Disabilities (Proposed 7/30/1976)

1. The handicapping condition of learning disabilities denotes severe and unique learning problems within the child which significantly interfere with

the ability to acquire, organize or express information that are manifested in school functioning in an inability to read, write, spell or arithmetically reason or calculate.

2. Criteria for identification.

a. Intellectual functioning. Students whose primary handicapping condition is due to learning disabilities shall exhibit normal intellectual functioning.

i. This measure may be established by scores above minus one standard deviation or a verbal or performance quotient of 90 or above.

ii. The instrument used to establish this measure must be recognized as a valid and comprehensive individual measure of intellectual functioning.

iii. If there is reason to suspect the test results are not true indices of a particular student's ability, then clarification of why the results are considered invalid must be provided. Previous experience, past performance and other supportive data that intellectual functioning is average must be present and documented in written form.

b. Academic functioning.

i. The student, when first identified, must have a significant discrepancy in achievement in two or more of the readiness or basic skill areas in math, reading, spelling, written language including fine motor at the primary level. Determination of the significant discrepancies shall be based on a combination of formal and informal individualized tests, criterion referenced measures, and an analysis of classroom expectations in basic skill areas.

ii. A discrepancy must exist between the student's grade placement and actual achievement and between the student's achievement in relation to the referent group.

iii. Approximate ranges of discrepancy by grade level in determining discrepancy in achievement are listed in PI 11.32, table 2. The number of years the individual has been in school must be considered.

TABLE 2

Grade	Functioning
Kdgn.	Age 3 or below
1	K.0 or below
2	1.0 grade or below
3	1.5 grade or below
4	2.0 grade or below
5	2.5 grade or below
6	3.0 grade or below
7	4.0 grade or below
8	4.5 grade or below
9	5.0 grade or below
10	5.0 grade or below
11	5.0 grade or below
12	5.0 grade or below

3. Learning problems, when primarily due to the following, shall be excluded from consideration as learning disabilities:

a. Learning problems due to sensory impairment or deprivation, visual or auditory.

b. Learning problems due to mental retardation, emotional disabilities or physical disabilities.

c. Special educational needs resulting primarily from poverty, neglect, delinquency, social maladjustment or cultural or linguistic isolation from the community at large.

d. Learning problems resulting from extended absence, continuous inadequate instruction, curriculum planning, or instructional strategies.

e. Learning problems or discrepancies between ability and achievement due to motivation.

f. Functioning at grade level but with the potential for greater achievement.

APPENDIX B

State Minimum Certification Requirements for Teachers
In Area of Specific Learning Disabilities

ALABAMA

A Class B Special Education Professional Certificate, valid for eight years, may be issued to a person who meets one of the following requirements:

1. Holds a valid Bachelor's degree in special education including one or more endorsement areas from an approved institution (this degree does not necessarily qualify a person for elementary or secondary certification), or

2. Holds a valid Class B elementary, secondary, or elementary-secondary professional certificate with earned prescribed credits as listed below:

	Quarter Hours	Semester Hours
Endorsement in Learning Disabilities	31	21
Survey course in education for exceptional children and youth	4-5	3
Assessment/education diagnostic measurement	4-5	3
Education/prescriptive teaching	4-5	3
Language development	4-5	3
Practicum in learning disabilities	4-5	3
Electives (must include courses, each of which has credit value of 3-5 quarter hours or 3 semester hours in at least 2 of following areas: Remedial reading, reading assessment, media for exceptional children	11-6	6

ALASKA

Special Education teachers employed to teach exceptional children must possess a valid Alaska teaching certificate (Type A or C) with appropriate endorsement for their special education assignment, or they must receive departmental approval from the Commissioner of Education.

ARIZONA

Professional teachers who have successfully completed an approved program in an Arizona institution will be eligible for a certificate upon receiving the appropriate institutional recommendation from the Dean, or other authorized

persons, of the College of Education.

All other professional personnel will be evaluated to determine eligibility on the basis of guidelines developed by the State Board of Education and administered by the State Department of Education:

Provisional Special Education Certificate

1. Teachers may be granted a Provisional Certificate for one year upon evidence of completion of 12 semester hours of Special Education in the appropriate area to include the following areas:

   a. A minimum of 3 semester hours or the equivalent in the survey of/or orientation in exceptional children.

   b. A minimum of 3 semester hours or the equivalent in the education and methods of teaching in the appropriate area of exceptionality.

   c. Electives from any approved program in Special Education.

2. This permit shall be valid for 1 year and is not renewable.

Basic Special Education Certificate

1. A Bachelor's Degree in Special Education or a Bachelor's Degree in Education to include 18 semester hours of Special Education instruction in the following areas:

   a. A minimum of 3 semester hours or the equivalent in the survey of/or orientation in exceptional children.

   b. A minimum of 6 semester hours or the equivalent in the education and methods of teaching in the appropriate area of exceptionality.

   c. Student teaching or internship in the appropriate area of exceptionality. This requirement can be met by 1 year of teaching experience in the appropriate area of exceptionality when supervised by professional personnel from the Division of Special Education and/or from programs of special education in Arizona colleges and universities with one or more approved Special Education program(s).

   d. Electives from any approved programs in Special Education.

2. This certificate shall be valid for 6 years and is renewable.

3. This certificate may be renewed for a period of 6 years upon evidence of continuous satisfactory teaching or approved leave. If teaching has not been continuous or if said leave has not been approved during the 6 year life of the certificate, an additional 5 semester hours of upper division or graduate work is required for a 6 year renewal.

Standard Special Education Certificate

1. A Special Education Certificate may be issued upon completion of a Master's Degree in Education with a major in Special Education or evidence of not less than 30 semester hours of upper division or graduate work beyond the Bachelor's Degree consistent with approved programs in Special Education.

2. This certificate shall be valid for 6 years, and shall entitle the holder to teach in Special Education in Primary through Secondary, unless otherwise indicated.

3. This certificate may be renewed for a period of 6 years upon evidence of continuous satisfactory teaching or approved leave. If teaching has not been continuous or if said leave has not been approved during the 6 year life of the certificate, an additional 5 semester hours of upper division or graduate work is required for a 6 year renewal.

ARKANSAS

1. Hold or be qualified to hold an elementary or secondary certificate based on a Bachelor's Degree with 18 hours Education.

2. 12 semester hours with minimum of 3 semester hours in each area:

   a. Education (or Psychology) of Exceptional Children
   b. Nature and Needs for Children with Specific Learning Disabilities
   c. Education Procedures for Children with Specific Learning Disabilities
   d. Speech and Language Development or Speech Correction

3. 6 Semester hours Directed Teaching in the field of SLD.

4. 6 Semester hours of electives with not more than 3 in any one area of specialized courses related to the handicapped. It is recommended that 3 of the required 6 hours of electives be in field of psychological evaluation of exceptional children.

CONNECTICUT

To receive a provisional special education certificate, an applicant shall present evidence of meeting the following requirements in addition to meeting the general conditions:

a) Hold a bachelor's degree from an approved institution, and

b) Have completed a planned program of professional education related to the preparation of teachers of children with handicapping conditions and present the recommendation of an approved institution based on the applicant's skill related to knowledge and competence acquired through study

and experience in: (1) psycho-educational theory and development of handicapped children; (2) diagnosis of handicapped children, and (3) Program planning and evaluation of handicapped children; and (4) Curriculum and methods of teaching handicapped children; and (5) Two or more practica in special education dealing with different kinds of handicapping conditions.

One year of successful experience in teaching children requiring a special education in a public or private school, as attested in writing by the appropriate employing official, may be accepted as a basis for waiving the practica in qualifying for a provisional special education certificate.

To receive a standard special education certificate, a teacher shall hold a provisional special education certificate and shall present evidence of meeting the following requirements:

a) Completion of three years of successful special education teaching under the provisional special education certificate, and

b) Completion of a master's degree in special education, or completion of a planned program at an approved institution which shall consist of at least 30 semester hours' credit beyond the bachelor's degree, which may be graduate or undergraduate credit, and which shall include 15 hours in special education other than those taken for provisional special education certification.

DELAWARE

Requirements for Standard Certificate:

A. Bachelor's degree from an accredited college and
B. General Education - satisfactory completion of the Bachelor's degree
and C. Professional Education

1. Completion of teacher education program in area of endorsement, or
2. Minimum of 39 semester hours as follows:

a. 24 semester hours required core courses for all Exceptional Teaching certificates: 1) Methods in Reading 2) Methods in Math 3) Educational Psychology 4) Survey/Introduction Education of Exceptional Children 5) Child Growth and Development 6) Behavior Problems and/or Behavior Management 7) Student teaching or internship with exceptional children (6 sem. hrs.)

b. 15 semester hours as listed: 1) Required - 9 semester hours: Review and research or survey course in LD; Method/curriculum in LD; Identification diagnosis and assessment of exceptional children in LD. 2) Elective - 6 semester hours - courses unique to LD from following: Learning Theory, Social and Psychological Development, Adolescent Psychology, Theories of Language Development/Speech Correction, Vocational Education for Exceptional Children, Physical Education for Exceptional Children, Vocational Rehabilitative Techniques.

FLORIDA

Specialization requirements for certification in specific learning disabilities (grades K-12):

a) Bachelor's or higher degree with a major in exceptional child education with specialization in learning disabilities, or

b) Bachelor's or higher degree with 32 semester hours including:

1. 9 semester hours including credit in each of following:

   a. survey course in education of exceptional children
   b. introduction to language development and speech disabilities
   c. principles of human development or child and adolescence psychology

2. 9 semester hours including credit in each of following:

   a. teaching of sequential developmental skills and concepts of reading at elementary level
   b. teaching of sequential developmental skills and concepts of arithmetic at elementary level
   c. materials for use with children such as children's literature, audio-visual materials and library materials.

3. 2 semester hours in educational assessment including evaluative and instructional techniques for exceptional children to provide an objective data base for individualized instruction.

4. 3 semester hours from 1 of following:

   a. nature study or life science for elementary school
   b. social studies to include conservation
   c. health education and/or physical education for exceptional child
   d. art for elementary school
   e. music for elementary school
   f. occupational and educational information

5. 9 semester hours in separate or integrated specialized courses to include:

   a. theories in learning disabilities
   b. skill in instructional diagnosis of the learning disabled child
   c. skills in individualizing instruction for the learning disabled child
   d. skills in classroom and/or behavioral management

GEORGIA

Approved Teacher Education Programs

The Teacher's Professional Five-Year (T-5) Certificate for the Special Education Interrelated Teacher (Specific Learning Disabilities, Behavior Disorders, Mental Retardation) certification area is designed to prepare teachers to serve mildly handicapped children who possess characteristics of mental retardation, specific learning disabilities and/or behavior disorders, following an interrelated (non-categorical) approach.

If the applicant is eligible for a T-4 or T-5 in Mental Retardation, Learning Disabilities, Behavior Disorders, Elementary Education or Early Childhood Education, the T-5 certificate in Interrelated Teacher, Special Education, may be issued upon completion of a master's degree and an approved teacher education program in Interrelated (BD, LD, MR) with program requirements as specified by the college/university which satisfy the State Board of Education criteria for approved programs.

Certification by Evaluation (Endorsement of Existing Certificates)

The field of Interrelated Teacher, Special Education (BD, LD, MR) may be added to any existing teaching certificate in Mental Retardation, Learning Disabilities or Behavior Disorders upon completion of Plan I or Plan II below:

PLAN I

Fifteen (15) quarter-hours of undergraduate or graduate work as is appropriate which provides coverage of characteristics of children with mild handicapping conditions, methods and materials of teaching children with mild handicapping conditions, a supervised practicum with mildly handicapped children which cut across the three areas of LD, BD and MR, and five (5) quarter hours in the teaching of reading.

PLAN II

Five (5) quarter hours in nature or characteristics *
Five (5) quarter hours in methods/materials *
Five (5) quarter hours of practicum *
Five (5) quarter hours in the teaching of reading

* The fifteen (15) quarter hour sequence must be in the same program area and must be in one of the two areas not covered by the existing certificate.

These courses may be completed at either the undergraduate or graduate level as is appropriate.

GEORGIA (continued)

TEACHING FIELD AND PROFESSIONAL EDUCATION REQUIREMENTS FOR THE TEACHER'S PROFESSIONAL FOUR-YEAR (T-4) CERTIFICATE IN LEARNING DISABILITIES

A. TEACHING FIELD

30 quarter hours distributed as follows:

(1) Introduction to Exceptional Children or Psychology of the Exceptional Child ..... 5 quarter hours
(2) Nature or Characteristics of Children with Learning Disabilities ..... 5 quarter hours
(3) Specialized Study selected from the following with a maximum of 5 quarter hours in any one area ..... 20 quarter hours
   - Language Development
   - Tests and Measurements
   - Reading Difficulties
   - Remedial Reading
   - Behavior Modification and/or Management of Exceptional Children

B. PROFESSIONAL EDUCATION

30 quarter hours which must include a minimum of 10 quarter hours in each of the following areas:

Foundations of Education	Human growth and development, educational psychology, child psychology, adolescent psychology, history and philosophy of education, etc.
Curriculum and Methods	Curriculum, methods, and materials for teaching children with learning disabilities.
Student Teaching with Children with Learning Disabilities or an approved substitute	With at least one year of acceptable teaching experience the approved substitute is a supervised practicum or internship of children with learning disabilities.

THE TEACHER'S PROFESSIONAL FIVE-YEAR (T-5) CERTIFICATE FOR SPECIAL EDUCATION FIELDS

If the applicant is eligible for the T-4 Certificate for one of the special education fields for which Teacher Certification Services evaluates, the T-5 Certificate for the same field may be issued upon completion of the master's degree from a regionally accredited institution with graduate courses which meet the following requirements;

10 quarter hours in professional education courses applicable to the following (a) and/or (b) areas:

(a) Courses dealing with the nature of the learner and the psychology of learning.

(b) Courses dealing with the program of the school and the problems of the school.

25 quarter hours in subject matter or content courses applicable to the following (c) area:

(c) Courses dealing with the specific field in which the certificate is to be issued.

If the applicant is eligible for the T-4 Certificate in another field, the T-5 Certificate for one of these fields may be issued upon completion of the requirements outlined above provided the applicant has the combined undergraduate and graduate courses which meet the "Teaching Field" requirements specified for the T-4 Certificate in this field plus 5 quarter hours in methods and materials for teaching in the specific field and 5 quarter hours in a supervised internship in the specific field.

HAWAII

Training and Experience: Basic or Professional Teacher's Certificate in Special Education is issued upon completion of an approved baccalaureate or postgraduate teacher training program at an accredited college or university with a major or specialization in special education. An endorsement on the Regular Certificate may be issued in the special area of Specific Learning Disabilities when the following requirements are met:

1. 18 semester hours of course work directly related to the understanding and teaching of special education classes (of which nine must be directly related to the understanding and teaching of students in SLD category) or

2. 2 years of satisfactory teaching experience in the Hawaii public schools in the area of specific learning disabilities and 9 semester hours of course work directly related to SLD.

Knowledge of: Principles of educational philosophy, psychology, practices, techniques and objectives of, special education.

Ability to: Organize educational material to fit the needs of special education students; be understanding of the student's backgrounds, interests, handicaps; project enthusiasm for the subject; display vitality, sympathy, humor and firmness; help each student better understand himself through self-evaluation of abilities and goals.

ILLINOIS

Standard Special Certificate (Type 10) for Special Education areas will be issued to persons who hold a bachelor's degree from a recognized college or university and meet general and professional education requirements....

Learning Disabilities

1. 32 semester hours including at least 1 course in each of the following areas:

    a. survey of exceptional children
    b. characteristics course in learning disabilities
    c. methods course in learning disabilities
    d. psychological diagnosis
    e. student teaching in learning disabilities

2. The remainder of the required 32 semester hours may be completed by taking additional courses in the above areas and other coursework in special education.

INDIANA

The program leading to endorsement for NI/LD will consist of a minimum of twenty-four semester hours, including:

a. A minimum of 12 semester hours in the area of NI/LD including psychological and physiological bases of exceptionality, special class methods and student teaching in a special class.

b. Four semester hours in elementary teaching methods distributed between mathematics and language arts. (Elementary school teachers will already have met this requirement.)

c. Directed electives in the general area of special education.

The 12 hours include:

3 hours Introduction to Special Education
3 hours Introduction to or field survey of Learning Disabilities
3 hours Teaching Methods in Learning Disabilities
3 hours Teaching Practicum in Learning Disabilities

IOWA

Full Approval Requirements

1. Iowa professional teaching certificate with basic endorsement at the appropriate level: 10 (regular classroom elementary instruction),

20 (regular classroom secondary level instruction), or 35 (K-12 special education).

2. Completion of an approved graduate preparation sequence in learning disabilities (including supervised practicum in learning disabilities).

3. 2 years of successful teaching experience. (For those individuals meeting full approval requirements 1 and 2 above, the experience requirement will be wai ved until completed.)

Temporary Approval

(Note: It is anticipated that temporary approvals, except as noted in 3 above, will no longer be available after 1977-78 school year.)

Option 1: (Endorsement 10 (elementary), 20 (secondary) or 35 (K-13) special ed.) Enrollment in an approved program and completion of 8 semester hours on an approved learning disabilities graduate preparation sequence.

2 years successful teaching experience

Agreement to pursue full approval at the rate of at least two courses a year and complete all necessary coursework within 3 years.

(Note: It is anticipated that Option 1 requirements will be made more stringent for the 1977-78 school year by an increase in the semester hours required from the current 8 to 12.)

Option 2: (Endorsement as above)

Enrollment in an approved program and completion of 15 semester hours (including supervised practicum in learning disabilities) beyond the requirements for a bachelor's degree on an approved LD graduate preparation sequence.

Agreement to pursue full approval at the rate of at least 2 courses per year, and complete all necessary coursework within 3 years.

KANSAS

Basic requirements common to all special education teachers....:

1-1. A Kansas teacher certificate valid at the level of instruction.
1-2. A minimum of 36 weeks of successful service in a full-time paid professional position prior to approval....
1-3. General competencies to be acquired through 8-12 semester hours of course work prescribed by the recommending teacher education institution. Any one course may be used or counted in acquiring more than one proficiency.

1-3-1. An understanding of exceptional children and of the field of special education.

1-3-2. An understanding of the home, school and community relations of exceptional children.

1-3-3. Knowledge and skill in the techniques of counseling and interviewing with special application to working with parents of exceptional children.

1-3-4. An understanding of the role of the special education teacher in the total program of educational, medical, psychological and welfare services in the community and sufficient background to receive and to use confidential information from these sources.

15-10. Additional Requirements for Teachers of Learning Disabled Children:

10-1. At least 9 graduate semester hours of credit in related or background areas, leading to competencies in each of the following:

10-1-1. Educational assessment of exceptional children.

10-1-2. Management of classroom behavior.

10-1-3. An understanding of language development and disorders of communication.

10-2. At least 13 graduate semester hours of additional credit in the learning disability area with training in each of the following:

10-2-1. Learning disabilities and related research.

10-2-2. Education of the learning disabled child including competencies in remedial education.

10-2-3. Supervised teaching (practicum) with LD children.

10-3. Recommendation from major training institution.

10-4. 36 weeks successful teaching experience in a public school sponsored LD Program subsequent to completion of training competence.

10-5. Upon recommendation of the training institution, provisional approval for one school year will be granted to a person who holds a degree certificate, who has completed one year of regular or special classroom teaching experience at the level of certification desired, who has planned a program of study leading to full approval and completed at least 8 hours of coursework agreed upon by the training institution and the Special Education Section, State Department of Education. This approval may be extended one year at a time providing the person continues yearly to progress toward meeting requirements for full approval. A maximum period of five years in which to complete full approval requirements will be granted.

KENTUCKY — PROVISIONAL CERTIFICATE FOR TEACHERS OF EXCEPTIONAL CHILDREN—LEARNING AND BEHAVIOR DISORDERS

(The Provisional Certificate for Teachers of Exceptional Children—Learning and Behavior Disorders shall be issued initially for a duration period of ten (10) years and shall be renewed for another ten (10) year period only upon completion of the Planned Fifth Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth Year Program. The Provisional Certificate shall be valid at any grade level for the instruction of exceptional children with learning and behavior disorders and shall be endorsed as a Provisional Elementary Certificate valid for classroom teaching in grades one (1) through eight (8).

Curriculum Standards

Section 1.

The program of preparation for the Provisional Certificate for Teachers of Exceptional Children—*Learning and Behavior* Disorders shall consist of a four-year program including the bachelor's degree and including a general education component, a related studies component, a special education component, and a professional preparation component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.

The related studies component shall include 12 semester hours credit distributed as follows: School music—3 semester hours; School art—3 semester hours; and Mathematics for elementary school teachers—6 semester hours.

Section 3.

The special education component for the Provisional Certificate for Teachers of Exceptional Children—Learning and Behavior Disorders shall consist of a minimum of 27 semester hours credit to include the following content.

(1) Core Requirements, 18 semester hours

(a) Survey of special education shall include:

1. Definitions and descriptions of exceptional children
2. Overviews of special education programs
3. School and community resources
4. Research findings related to exceptional children and youth
5. Survey of speech disorders
6. Language development and disabilities

(b) Special education methods and materials shall include:

1. Curriculum development for exceptional children
2. Procedures for teaching reading, writing, arithmetic, science, and social studies to exceptional children
3. Procedures for developing language in exceptional children
4. Adaptive physical education and recreation
5. Classroom management of exceptional children
6. Utilization of prosthetic devices and equipment to overcome educational and physical disabilities
7. Techniques for observing and recording classroom behavior
8. Implementation and evaluation of special education instructional and management programs
9. Utilization of educational media and technology
10. Development and evaluation of special education instructional materials

(c) Special education instructional programs shall include:

1. Roles and procedures of the special education teacher in resource room programs, self-contained classrooms, and itinerant settings
2. Special education planning, scheduling, record keeping, reporting, and program evaluation.
3. Inter-personal relationships
4. Utilization of special education support services
5. Working with parents of exceptional children
6. Special education professional development

(d) Special education early childhood programs shall include:

1. Curriculum modifications for pre-school exceptional children
2. Methods and materials for pre-school education of exceptional children
3. Concept and social development of pre-school exceptional children

(e) Career education for exceptional children shall include:

1. Procedures for modifying curriculum to include concepts related to preparation of exceptional children for employment
2. Establishing and implementing work-study programs
3. Vocational and career education instructional methods and materials
4. Roles and responsibilities of vocational rehabilitation and other agencies in preparation of exceptional children for gainful employment

(2) Area Requirements, 9 semester hours

(a) Educational assessment of children with learning and behavior disorders shall include:

1. Principles of educational testing and measurement
2. Administration of formal and informal tests to determine specific educational strengths and deficits of children with learning and behavior disorders
3. Educationally relevant characteristics of children with learning and behavior disorders
4. Interpretation of educational assessments of children with learning and behavior disorders

(b) Prescriptive programming for children with learning and behavior disorders shall include:

1. Design, implementation, and evaluation of individualized programs based upon the educationally relevant characteristics of children with learning and behavior disorders

2. Curriculum design for children with learning and behavior disorders

3. Analysis and application of instructional materials used with children with learning and behavior disorders

(c) Field experiences with children with learning and behavior disorders shall include supervised pre-student teaching experiences with children with learning and behavior disorders, such as observation, tutoring, or serving as a teacher aide.

Section 4.

The professional education component for the Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders shall consist of a minimum of 35 semester hours credit to include the following content.

(1) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the functions of schools today; a study of classroom and school organization; the teacher's expanding roles in the education program; an analysis of each phase of the school program including guidance services, special education services, and library services; evaluation; and reporting on a system-wide, school-wide, and on an individual basis.

(2) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Preparation in an amount approximating two semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(3) Fundamental Processes and Learning Materials shall include: a broad view of the teaching-learning processes, instructional materials, methodology, and innovative practices necessary to the total instructional program of the elementary school. This area shall include two sequential courses with strong reading components. The remaining preparation shall be distributed in such a way that specific instruction shall be given in mathematics, social studies, language arts, and science.

(4) Teaching in Early Childhood Programs shall include techniques, methods, and materials for designing and implementing educational programs for pre-school children; emphasis shall be on language development, social skills, and concept development.

(5) Supervised Student Teaching shall consist of 12 semester hours credit which shall include: experiences with normal children in regular classroom instruction; experiences with children with learning and behavior disorders; and experiences with such instructional programming as resource rooms, special classes, and itinerant programs.

LOUISIANA

I. Baccalaureate degree and valid standard Louisiana certificate to teach in the elementary or secondary schools.

II. General requirements for all teachers of exceptional children: (minimum of 14 semester hours)

Educational and/or psychological tests and measurements	- 2 sem. hrs.
Child and/or adolescent psychology	- 3 sem. hrs.
Introduction to the study of exceptional children	- 3 sem. hrs.
Art for children	- 3 sem. hrs.
Crafts for children	- 3 sem. hrs.

III. Special requirements - Learning Disabled (minimum of 12 semester hours)

Characteristics of the learning disabled	- 3 sem. hrs.
Methods for the learning disabled	- 3 sem. hrs.
Language development	- 3 sem. hrs.
practicum	- 3 sem. hrs.

MAINE

Provisional Certificate

Eligibility shall be established by one of the following methods.

1. Graduation from a 4-year baccalaureate program approved for the preparation of teachers of exceptional children with a major in the appropriate specialty area, together with the formal recommendation of preparing institution; or

2. Preparation which includes the following:

   a. Eligibility to an elementary or secondary certificate of provisional or professional grade, which shall include a minimum of 15 semester hours of fundamental courses distributed among following areas:

      1. Child Growth and Personality Development
      2. Psychology of Learning and Education
      3. Evaluation of Developmental Levels of Children
      4. Curriculum and Instructional Materials

5. Philosophy and Practices of Education
6. General, Educational, Abnormal Psychology
7. Measurement in Education
8. The Teaching of Reading

b. A minimum of 18 semester hours of professional courses to be taken from the following with not less than 12 hours taken from 2, 3, 4 or 5:

1. Nature and Theory of Learning Disabilities
2. Identification and Diagnosis of Learning Disabilities
3. Curriculum and Teaching Methods for Children with Learning Disabilities
4. Practicum in Teaching Children with Learning Disabilities
5. Remedial Reading
6. Introduction to Speech Pathology
7. Language Development for Children with Communication Disorders
8. Summer Institute for Teachers in the Area of Learning Disabilities

If one meets the above requirements, except for the 18 semester hours in special education courses, a special 1-year conditional certificate can be granted after 6 semester hours have been completed. Six more hours must be earned before the second year of teaching with the remaining 6 hours before the third year of employment. At this point, the teacher is eligible for the 5-year provisional certificate.

Up to 6 semester hours of credit can be granted for at least 1 year of successful experience in working with exceptional children in a controlled setting under the careful supervision of qualified personnel as part of a performance criteria factor. ....No credit would be given for a practicum experience where a university or college already has granted credit.

Renewal: This certificate is issued for a 5-year term. It may be renewed for one 5-year term upon completion of 6 hours of approved study in the area of the exceptional child. Continued certification after the tenth year is dependent upon the attainment of the professional certificate.

Professional Certificate

1. Thirty hours of approved study beyond the bachelor's degree, of which at least 18 hours are in the area of the learning disabled child.

2. Four years of successful experience as a teacher of the learning disabled under the provisional certificate.

Renewal: This certificate is issued for a 10-year term. It may be renewed for 10-year terms upon evidence of continuing professional service and growth.

MICHIGAN

Full approval: A fully approved teacher of the handicapped....shall:

a. Possess a valid Michigan teacher's certificate

b. Possess a baccalaureate degree with a major in specific special education area or have earned credit in course work equivalent to the major.

c. Have completed a practicum of not less than 8 weeks duration, or equivalent educational experience, in the specific area of impairment.

d. Be recommended for a certificate endorsement which constitutes full approval in a specific special education area by an institution of higher education signifying verification of completion of a teacher education program for the specific special education area, as approved by the state board of education. The recommendation shall verify that the teacher possesses personal maturity, emotional stability, ability to teach, other leadership capacities and apparent potential for growth in creative teaching.

Temporary approval: A temporarily approved teacher of the handicapped shall meet all requirements for full approval except that one-half the course credit for the major, or equivalent, shall be completed. Continuation of temporary approval is dependent upon the satisfactory completion of at least 6 semester or 9 term hours, or equivalent, of required credit toward full approval prior to the beginning of the next school year....

Special requirements for teachers of learning disabled: A teacher of the learning disabled shall include in his teacher education program a minimum of 28 semester hours relating to the following areas:

a. 4 semester hours of child growth and learning theory, including dynamics of human behavior, individual differences, adolescent or child psychology, learning theory and psychological information.

b. 6 semester hours of special skills and techniques in understanding learning problems, including development of language as it relates to reasoning, thinking, speaking, reading, writing and spelling; remediation techniques for auditory and visual discrimination problems; development of perceptual skills, and understanding the dynamics of student-teacher relationships, environment and program planning.

c. 6 semester hours in the development of competence in the following areas:

(i) Ability to carry out suitable procedures for assessment of the pupil's listening, thinking, talking, reading, spelling writing, arithmetic, or other skill deficiencies.

(ii) Ability to specify in behavioral terms instructional objectives which are appropriate to the skill needs and entry level characteristics of the individual pupil.

(iii) Ability to select systems of instruction and learning conditions which are likely to be most effective for ameliorating the learning disabilities presented by each pupil.

(iv) Ability to set up and maintain conditions and procedures of instruction suitable to the learning goals set for the individual pupil.

(v) Ability to assess instructional outcomes in terms of pupil behavior change and use this data in formulation of an ongoing instructional plan adjusted to changed pupil conditions.

(vi) Ability to use appropriate techniques with the pupil to help him develop the self-management skills required for constructive social participation and independent learning.

(vii) Ability to function as a member of interdisciplinary teams and maintain effective liaison with parents and others working with the pupil.

d. 4 semester hours practicum with learning disabled persons.

MINNESOTA

Special learning disabilities (S.L.D.)

Certificates indicating qualification to serve in the S.L.D. area are differentiated as S.L.D. (emotionally disturbed and socially maladjusted) or S.L.D. (learning disabled). The following are the requirements for certification in these two areas....:

1. Minimum requirements for certification, valid for two years:

   a. Possession of a valid elementary or secondary school teaching certificate.

   b. Completion of a college training program approved by the state department of education with appropriate emphasis in emotionally disturbed and socially maladjusted or learning disabled, involving no less than 30 quarter credits in the area.

2. Renewal. Renewal of the S.L.D. (learning disabled) certificates are contingent upon the completion of a minimum of one year of successful teaching in an S.L.D. program while holding a valid S.L.D. certificate.

MISSISSIPPI

Certification Requirements for Teachers of Specific Learning Disabilities (Grades K-12)

1. Bachelor's degree from an approved senior college which includes:

   A. 48 semester hours in General Education

   B. 18 semester hours in Professional Education

(1)	Human Growth & Development	3 hours
(2)	Educational Psychology	3 hours
(3)	Methods (may be in either special subject field or education or both)	6 hours
(4)	Directed teaching (Three years of teaching experience in the special subject field of endorsement may be substituted in lieu of the directed teaching, but the applicant must have a total of 18 semester hours in professional education including the required courses)	6 hours

   C. 18 semester hours in Specialized Education

(1)	Psychology of the Exceptional Child	3 hours
(2)	Speech Correction	3 hours
(3)	Methods and Materials for Teaching the Child with a Specific Learning Disability . . .	3 hours
(4)	Education & Psychology of the Child with a Specific Learning Disability	3 hours
(5)	Electives directly related to the area of specific learning disabilities	6 hours

Permits - Permits equivalent to the highest class of certificate which a teacher holds (Class A or AA) will be issued in the areas of Mental Retardation, Physically Handicapped, Visually Handicapped, Hard-of-Hearing, Learning Disabilities, and Emotionally Disturbed upon the completion of 6 semester or 8 quarter hours in special education including a survey course in special education (Psychology of the Exceptional Child, Education of the Exceptional Child, Special Education, Education and/or Psychology course dealing with the exceptional child) and one specified course in each area of desired endorsement.

NEBRASKA

COMPETENCIES FOR RESOURCE AND ITINERANT PERSONNEL

In addition to one year of teaching experience, the following are minimal competencies for itinerant and resource personnel who will be working with the mildly handicapped.

Conceptual and Technical Competencies

A. Screen, Identify, and Diagnose

1. Select appropriate screening methods and conduct screening programs.
2. Select and/or design and administer formal and informal assessment tools which may include exploratory teaching strategies.
3. Analyze present learning tasks and instructional demands.
4. Synthesize information from numerous sources (parents, medicine, psychology, counseling) and integrate with own findings.
5. Summarize strengths and weaknesses so that appropriate teaching strategies can be designed.
6. Help teachers identify, select, study and record significant academic behaviors.
7. Help teachers identify, select, study and record significant social behaviors.
8. Participate in group diagnostic activities with a multi-disciplinary team.

B. Teach and Evaluate

1. Help teachers evaluate the effectiveness of the program on the learner.
2. Help teachers refine diagnosis and instruction.
3. Assist the classroom teacher in selecting, developing, and implementing specific instructional objectives based on diagnostic findings and developmental sequence.
4. Request and/or coordinate additional services or resources deemed necessary for children with learning and/or emotional disorders.
5. Implement the learning activities with appropriate teaching strategies.
6. Choose or design appropriate instructional strategies and materials to carry out the objectives based on analysis of learning tasks and instructional demands.

C. Communication Skills

1. Summarize strengths.
2. Serve as a liaison between the school and other agencies serving the child.
3. Describe and explain the characteristics of children with learning and behavioral disorders to parents, teachers, and others.
4. Develop and implement comprehensive in-service training program for participating teachers, administrators, aides and volunteers.
5. Carry out continuous consultation with classroom teachers and parents to interpret the problems and progress of the child in meaningful terms.
6. Be able to communicate both orally and in writing the objectives to be carried out.

Human Competencies

A. Interpersonal Skills

1. Possess an awareness of one's own attitudes, prejudices, feelings, and responses as they influence and are influenced by handicapped children and youth and to utilize this understanding positively in working with them.

NEVADA

A certificate endorsed for teaching the educationally handicapped is required for teachers of the emotionally disturbed and learning disabled in the elementary and secondary public schools.

TEACHER OF THE EDUCATIONALLY HANDICAPPED

A. Requirements, complete 1 or 2:

1. A Bachelor's degree and completion of an approved program of preparation for teaching the educationally handicapped, emotionally disturbed or learning disabled. Approved programs must include 3 semester hours in Multi-cultural education.

2. A Bachelor's degree and a valid certificate endorsed for teaching in the elementary or secondary grades, and completion of the following:

a. A program for teaching the educationally handicapped, consisting of no fewer than 24 semester hours course work distributed to include preparation in each of the following areas or their equivalent:

(1) Introduction to the psychology and education of the exceptional child
(2) The learning disabled child
(3) The emotionally disturbed child
(4) Counseling and guidance for exceptional children
(5) Measurement and evaluative techniques
(6) Curriculum development and methods for teaching learning disabled and/or emotionally disturbed children
(7) A minimum of 6 semester hours credit in student teaching of the educationally handicapped.

B. Term: Five years, renewable

C. Renewal requirement: 6 semester hours credit or equivalent

PROFESSIONAL TEACHER OF THE EDUCATIONALLY HANDICAPPED

A. Requirements:

1. A Master's degree
2. Completion of either 1 or 2 above.
3. Three years verified experience teaching the educationally handicapped in the public schools

B. Term: Six years, renewable

C. Renewal requirements: 6 semester hours credit or equivalent, or submission of evidence of professional growth accomplished during the term of the certificate.

NORTH DAKOTA

Qualifications for Teachers of Children with Specific Learning Disabilities

Areas of preparation of teachers and supervisors in S.L.D. include coursework in the following: (....The coursework....should ideally be taken after a major and experience in elementary education.) Items 1-8 are required areas for teachers of S.L.D. children; 9, 10 and 11 are elective courses. Most of the courses should be taken at graduate level.

1. Exceptional Children (3 semester hours) U/G
2. Characteristics of Specific Learning Disabilities (2 semester hours) G
3. Assessment Procedures (2 semester hours) G
   This should not be primarily the administration of tests but rather contain considerable experience in the use of information from tests as they relate to curriculum, adjustment and behavior changes.
4. Methods and Materials in Specific Learning Disabilities (2 semester hours) G
   Intent of materials, modifying and adapting materials, problem solving methods, interventions including behavior modification and other applied learning theory
5. Child Development (3 semester hours) U/G
6. Seminar in Student Behavior (3 semester hours) G
   Study of student reaction to frustration, response to failure, emotional problems and ways of managing problems in the classroom.
7. Corrective Reading Procedures (2 semester hours) U/G
8. Practicum G
   (It is assumed that limited practicum experiences are included in many of the above courses. This final practicum in programming for children with Specific Learning Disabilities should be provided after other qualifications are met.)
9. Disadvantaged Children (3 semester hours) U/G
10. Education of Emotionally Disturbed Children (3 semester hours) G
11. Teacher Consultation Skills (3 semester hours) G
    Includes simulation exercises, practicum, micro-lab techniques.

OHIO

Provisional Certificate - issued to the holder of a standard teaching certificate and upon evidence of the following pattern of education:

Course work well distributed over the following areas:

1. Diagnostic teaching of basic academic skills including a practicum
2. Classroom structure and behavior management for children with learning disabilities and/or behavior disorders
3. Education of exceptional children with learning disabilities and/or behavior disorders
4. Student teaching in classes for children with learning disabilities and/or behavior disorders.

Renewal of Provisional Certificate - upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a 5-year period immediately preceding the date of application (or if certificate holder has not taught within this period) by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

Professional Certificate - Provisional certificate may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio.

Permanent Certificate - A professional, special education teacher's certificate to teach children with learning disabilities and/or behavior disorders may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (Equivalent means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.)

OKLAHOMA

The special certificate in special education authorizes the holder to teach exceptional children in the area of learning disabilities in grades K-12.

Standard Certificate: The applicant shall have completed a regular certificate program for the preparation of teachers of learning disabilities ....a General Education: A minimum of 50 semester hours of credit in general education....and a minimum of 6 semester hours of American History & Government.

Professional Education: A minimum of 21 semester hours of credit in professional education appropriate to special education, including at least 9 semester hours in student teaching, methods, and materials. If student teaching, methods, and materials be not combined into an integrated course, a minimum of 6 semester hours in directed observation, participation, and student teaching is required.

Specialized Education: A minimum of 24 semester hours of college credit in special education courses with emphasis in areas of learning disabilities. There must be some work in each of the areas listed below:

	Hours
1. Survey of Exceptional Child	2-4
2. Introduction to Learning Disabilities	2-4
3. Psychological-Educational Diagnostic Evaluation	2-4
4. Remediation of Learning Disabilities - Methods and Techniques; i.e., (a) Language Remediation, (b) Sensory Motor, (c) Perceptual Development, (d) Conceptual, Social and Emotional	6-8
5. Introduction to Speech Pathology	2-4
6. Practicum in Learning Disabilities	4-8
7. Methods of Diagnostic and Prescriptive Teaching	2-4
8. Behavioral Management	2-4
9. Foundations of Reading	2-4

Area of Concentration: An area of concentration, consisting of not fewer than 18 semester hours, shall be completed. This concentration shall be in one of the following (Language Arts, Social Studies, Mathematics, Science, Fine Arts, Health and Physical Education, Home Economics, Elementary Education, Early Childhood Education, Special Education, Other Secondary or Vocational Areas.)

College credit used to satisfy the requirements in general education, in an amount not to exceed 10 semester hours, may also be used in meeting requirements in the area of concentration.

Provisional Certificate: Applicant shall have fulfilled all requirements of eligibility for certification, and shall have completed the following minimum academic preparation:

1. 15 semester hours of college credit in professional education, applicable on requirements for standard certificate and including some credit in student teaching appropriate to special education for the teaching of SLD children.
2. 50 semester hours credit in general education.
3. Completion of 15 semester hours in special education courses from same areas listed above (#1-9) with some credit in 1-4.

Area of concentration as above.

OREGON

Special education endorsements: These endorsements are required of a special education teacher in public schools or state-reimbursed programs or state-approved programs. To be eligible to hold the endorsement, the applicant must be eligible to hold a Basic Teaching Certificate and have completed a program approved by the (Teacher Standards and Practices) Commission for the preparation of special education teachers in the area of exceptionality for which the certificate is requested.

1. Basic Extreme Learning Problems (exclusive of Mental Retardation) Completion of general endorsement for elementary or secondary teachers and demonstrated competency or 24 quarter hours designed to develop competencies in special education to include: education or psychology of the exceptional child; intelligence testing; behavioral problems in children; diagnostic and remedial techniques in basic school subjects, exclusive of reading; diagnostic and remedial techniques in reading; advanced techniques in reading instruction, and clinical practice in reading, some of which shall be in a supervised setting in the public schools.

2. Standard Extreme Learning Problems - Demonstrated competency or 18 additional quarter hours designed to develop further competencies in special education distributed in the following areas: the mentally retarded child; intelligence testing; speech pathology (e.g., articulation defects, retarded speech, and emotional speech problems); audiology; advanced preparation in the education of children with extreme learning problems, to include principles of counseling applicable to work with parents; and information on the use of social agencies in the state.

The following rules become effective Oct. 15, 1977 to replace those above:

1. Basic Handicapped Learning (pre-primary through grade 12)
(Note: persons holding above endorsement shall qualify under current rules by presenting credit or demonstrating competency in each of following: diagnostic and prescriptive techniques and materials, behavior management, alternative organizational patterns and curricula, and communication and counseling.

Completion of general endorsement for elementary or secondary teachers and demonstrated competency or 27 quarter hours designed to develop competencies in special education to include the following:

a. A core of 21 quarter hours in educating students with various handicapping conditions, application of learning theory, language development and language disabilities, assessment and evaluation, diagnostic and prescriptive techniques and materials, behavior management, utilizing community resources, alternative organizational patterns and curricula, communication and counseling, utilizing aides, and field and clinical experiences.

b. 6 quarter hours of student teaching the majority of which is in the public schools, with students with one or more of the following conditions: emotionally disturbed, learning disabilities, educable mentally retarded, physically handicapped, and trainable mentally retarded.

(Note: candidates may satisfy the above requirements at the undergraduate or graduate level or a combination thereof.)

TEXAS

Provisional Certification Requirements

1. General Requirements

   * Completion of a baccalaureate degree (including 6 semester hours in American history and the course(s) in Texas and Federal Constitutions).
   * Completion of an academic foundation program of around 60 semester hours in courses that provide common backgrounds and foundations of our social and cultural heritage.
   * 3 semester hours in a survey course in education for exceptional children.

2. Specific Requirements

   * Completion of requirements in academic specialization for teachers in elementary or secondary schools, whichever is applicable.
   * 12 semester hours in professional secondary education or 12 semester hours in professional elementary education plus 12 semester hours in elementary content courses, whichever program is applicable. 3 semester hours in human development shall be included within the professional education courses.
   * 12 semester hours as specified below:
     3 semester hours in learning theory and 9 semester hours directly related to teaching language and/or learning handicapped children.
   * 6 semester hours in directed teaching which shall be in both this area of special education and the regular classroom.

TENNESSEE

An applicant for endorsement in Special Education, which includes learning disabilities, mental retardation, emotionally disturbed, socially maladjusted, gifted and crippling and special health conditions shall have completed, based on a degree, (a) the required minimum in the General Education Core; (b) the required minimum in Professional Education; and (c) shall demonstrate in early and continual student placements in supervised laboratory and field settings, the following competencies:

1. a functional knowledge of child development; socio-emotional, perceptual-motor and language-cognitive areas
2. the ability to effectively manage children in individual and group settings
3. the ability to utilize classroom assessment procedures for identifying a child's level of functioning and for designing and successfully implementing a prescriptive program for use within the educational environment
4. the ability to state behavioral objectives and perform task analysis
5. a knowledge of educational, health, and social welfare programs available to children

6. the ability to communicate effectively
7. a working knowledge of the legal, social, and civil rights of children
8. the ability to design and conduct educational programs for exceptional and handicapped students and articulate them with other educational programs.

UTAH

Endorsement for Teaching Pupils with Learning Disabilities (K-12)

Unless otherwise noted, the endorsement is valid for 5 years and may be reissued for 5 years upon completion of 9 quarter hours of credit in additional approved study.

1. Basic Professional Certificate

   a. Track 1 - must present evidence:

      (1) That he has earned a bachelor's degree
      (2) That he has completed not fewer than 54 quarter hours in general education prescribed by an approved institution of higher education....
      (3) That he has completed a professional education core consisting of 15-18 quarter hours which shall include:
         (a) Physical and Psychological foundations
         (b) Social and educational foundations
         (c) Elementary methods
         (d) Directed observations of elementary and secondary classroom procedures
      (4) That he has completed 24-27 quarter hours of specialized preparation appropriate to the endorsement sought, including an introductory course in special education or in the psychology of exceptional children.
      (5) That he has been recommended by an institution whose program of preparation has been approved by the State Board of Education.

   b. Track II - must present evidence:

      (1) That he has earned a bachelor's degree
      (2) That he has an elementary or secondary teacher's certificate
      (3) That he has competed not fewer than 24 quarter hours of specialized preparation appropriate to the endorsement sought
      (4) That he has been recommended by an institution whose program of preparation has been approved by the State Board of Education

A preparing institution may recommend that a 2-year Basic Professional Certificate with an endorsement for teaching LD pupils be issued to a teacher in Track II upon completion of 15 quarter hours of approved specialized training, 3 quarter hours of which must be in student teaching, internship, or other

laboratory experience. In certain cases a plan may be approved whereby the student may take an on-the-job practicum during the first year of employment.

When the holder of a 2-year Basic Professional Certificate with an endorsement for teaching LD pupils satisfactorily completes an additional 9 quarter hours of approved course work, the endorsement may be reissued for 5 years.

2. Professional Certificate - An applicant must present evidence:

   a. That he holds or is elegible to hold the Basic Professional Certificate with an endorsement for teaching LD pupils
   b. That he has earned a master's degree or has completed an approved program consisting of not fewer than 55 quarter hours earned after meeting the requirements for a bachelor's degree
   c. That he has completed 12 quarter hours of approved specialized preparation in addition to that required to obtain the endorsement to the Basic Professional Certificate for teaching LD pupils
   d. That he has completed not fewer than 3 years of teaching experience verified as being successful
   e. That he has been recommended by an institution whose program of preparation has been approved by the State Board of Education

VIRGINIA

An applicant for an endorsement to teach children with learning disabilities shall meet the following requirements:

1. Qualify for a Collegiate Professional Certificate, including the student teaching requirements and complete one or more courses in each of the following:

   Human Growth and Development
   Teaching of Reading
   Teaching Elementary Mathematics
   Pupil Evaluation (including Tests and Measurements)

2. Complete the Specific Endorsement Requirements as follows:

   a. GENERAL:

Survey of Exceptional Children	3
Psychoeducational Diagnosis	3
Principles of Learning such as: Behavioral Psychology, Behavior Modification, Reinforcement Theory, Advanced Educational Psychology, etc.	3

   b. SPECIFIC:

Characteristics of Children with Learning Disabilities	3

Teaching Children with Learning Disabilities	3
Supervised Practicum and Student Teaching of Children with Learning Disabilities	6
c. RELATED: (Any of the following) Remedial Reading, Remedial Arithmetic, Abnormal Psychology, Language Disorders, Rehabilitation Techniques, Other (Characteristics of Children related to other areas of exceptionality)	6

(Endorsement requirements are now in the process of revision.)

WEST VIRGINIA

In West Virginia, certification in all special education categories is issued as an endorsement on a Professional Certificate. The Specific Learning Disabilities endorsement is limited to Grades K-12. West Virginia colleges and universities offer this program at the graduate level only.

A minimum of 15 hours of specialized coursework is required for an endorsement in Specific Learning Disabilities. The 15 hours includes an introductory course; diagnostic evaluative techniques; curriculum and methods, and a clinical practicum (student teaching).

APPENDIX C

State Research and Demonstration Projects Concerning Learning Disabilities

CALIFORNIA - Child Service Demonstration Center System
California CSDC System was designed to provide services for children with specific learning disabilities in rural, remote, and urban areas, while maintaining a sensitivity to a great diversity in pupil ethnic and language background.

DELAWARE - Project SEACAP and Project MAPPS
Developed and demonstrated the application of CADETS (Child Accountable Developmental Evaluation and Teaching System).

IDAHO - SCAT - Support, Competency Assistance and Training Systematic instruction
Mainlining Adequacy Project
A project for mainstreaming handicapped children

ILLINOIS - Models for Integrating the LD Child into the Mainstream of School Activities (Glen Ellyn)
T.A.L.K. (Teaching Activities for Language Knowledge)
Deals with children who are having language problems, some of whom are LD (Rockford)
People: Parent Education of Pre-Schoolers Living Environment - Includes LD in the pre-school program (Downers Grove)
LD/Special Diagnosis and Remediation in a Correctional Institution Department of Corrections - Project is implemented in the Illinois Youth Center (DuPage)

INDIANA - Neuropsychological Assessment
Study of predictor variables from the WISC, WRAT, and subtests of the Halstead-Reitan neuropsychological battery across four groups: Brain damaged, normal, high verbal-low performance, and high performance-low verbal.
Models of Service Delivery in Rural Areas, Indiana University
Pre-school, Secondary and Young Adult Learning Disabilities Programming, Ball State University

KANSAS - Child Service Demonstration Center, Harmon High School, Kansas City - Intensive, highly individualized planning for secondary level LD students. Inservice for regular staff and increased flexibility of school structure will be part of program. Program will be expanded to feeder junior high schools and another high school in 1976-77.

KENTUCKY - Pre-school Prevention for LD
Title VI-B project using early identification prevention techniques in LD.
Central Kentucky Diagnostic-Prescriptive Education Services Center, Title VI-G CSDC using multi-disciplinary team approach to screen, evaluate and plan individual educational programs for LD students.

MAINE - Project I.Q.U.
Multi-discipline approach; Teacher competence statements

MICHIGAN - L.D. Definition
To identify specific criteria for the identification of L.D. students who would qualify for special education programs and services.
Harmony
Title III Grant Project

MINNESOTA - Step up with Sims - Title VI G - Minneapolis
A Child Service Demonstration Center for elementary and junior high students with severe learning disabilities.
Junior High LD and ED Experimental Project - Title VI B - Minneapolis - A Needs Assessment and Experimental Programs Project to provide more effective services to junior high students who display severe learning and behavior problems.

NEBRASKA - ESU #9 LD GTA
Technical assistance funded under Part G to districts involved in LD program development.
Project Success
Project Disabled Learners

NEW MEXICO - SALSA (Systematic Analysis of Learning Strategy Alternatives)
Project to develop model demonstration centers throughout the state to provide direct child service and in-depth training for school personnel and parents in specific learning disabilities.

NEW YORK - Child Care Demonstration Project
Funded under Title VI-G (East Ramapo Central School District)

NORTH CAROLINA - Open Education - VI-G
Heterogeneous grouping for LD (Overton School, Salisbury, NC)
Project Carmel
Focus on time on task and attention to task (Rocky Mount School System)
Project LAD
DPT for beginning teachers (Stanly County)

OHIO - Child Services Demonstration Project to Provide Services for Learning Disabled Children in the State of Ohio:

(1) Establish an early childhood model that develops individualized competency-based play modules that teach specific development skills;

(2) Establish a competency-based parent training program that teaches effective home management skills;

(3) Establish instructional models for high school learning disabled students utilizing the "Learning Center Approach";

(4) Establish supportive services that provide regular class teachers the skills necessary to adapt instructional program for high school LD children in their classes.

OKLAHOMA - Child Service Demonstration Project (Title VI-G)
Project designed to serve secondary LD students in a rural setting. There are 6 resource rooms located in 6 different schools. Considerable material has been developed and selected that is suitable for use with secondary LD students. Each resource room has its own LD teacher. In addition, there is an intervention team composed of a school psychologist, two LD teachers with particular expertise in developing prescriptions for meeting the needs of each individual student.

OREGON - A Study of the Extreme Learning Problem Programs in Oregon, 1971-73
Purposes: (1) to determine if ELP programs were changing children's reading behavior; (2) measure extent of change; (3) determine what factors contributed to changes.

PENNSYLVANIA - Model Learning Disability System
VI-B State Validated Title III project (Tyrone, PA)

SOUTH CAROLINA - Middle School Title VI-G project
This project (in its 2nd year) is serving mild LD pupils in a resource room model. A major component in this project is the training of regular classroom teachers in LD curriculum and guidance.

SOUTH DAKOTA - Directive Teaching
Increase skills of regular classroom teachers to meet the needs of LD children.

Career Education for Handicapped
Individualize instruction for 5th-8th grade LD and EMR students through the use of interest-oriented curriculum

TEXAS - Corsicana Project
Secondary curriculum development (1973-74 school year)
Echo
Replication of Corsicana Project funded 1974-75, 1975-76 involving about 25 school districts
Project Child
Demonstration Center for language handicapped students
Demonstration Center for Language Handicapped Children - Region IV
2 1/2-year empirically based study serving language handicapped children in elementary and middle school

VIRGINIA - Title VI-G, Middle Peninsula Regional (seven school divisions)
Child Service Demonstration Center for Learning Disabilities; comprehensive diagnostic and educational services.

WASHINGTON - SST Project
Project to identify children with specific learning disabilities, based upon timed frequency measurement of learning and learning rates. Children found to be learning disabled were placed in individualized learning programs within the regular classrooms. These individual instructional programs consisted of timed frequency measurement to accelerate the children on basic tool movement skills.
First Grade Screening Project
Study to determine the incidence of Learning/Language Disabilities within the grade-one population as per legislative mandate.

WEST VIRGINIA - Kanawha County Schools LD Demonstration and Training Center Project
Project to train regular classroom teachers to become diagnostic-prescriptive teachers particularly for children with mild or moderate learning problems.
Inter-Agency Child Development Services - Region III
Program for pre-school LD children with both a home-based and school-based component.
West Virginia Region VIII's LD Unit
Home-based program for pre-school children.

APPENDIX D

Publications on Specific Learning Disabilities Programs
Available from State Departments of Education

BUREAU OF INDIAN AFFAIRS	Cherokee Project Report
DELAWARE	Materials from CADETS, including: "Pupil Profile" "Profile Handbook" (criterion referenced) "Curriculum Guide at the Reflex Level" (0-16 months) - multimedia "Casebook of Model Prescriptive Cases" "Report of Model Demonstration Programs"
FLORIDA	"SSI/SLD Proceedings" -- Results of a four-day meeting covering all aspects of SLD programming. "PPP" - A diagnostic-prescriptive method of programming for the SLD. (Other materials may be reviewed by requesting a catalogue from Clearinghouse, Room 319, Knott Bldg., Tallahassee, FL 32304)
IDAHO	"Systematic Instruction"
KANSAS	"LD Section from Kansas State Plan"
KENTUCKY	"State LD Guidelines" "LD: A Resource Manual for Public School Personnel" "LD State Plan - 1975-76"
MAINE	"Reading Mastery Card System" "Mathematics Mastery Card System" "Psychomotor Mastery Card System"
MINNESOTA	"SLBPR Guidelines" - Guidelines for use by districts in developing and implementing programs for LD and ED.
MISSISSIPPI	"Screening for SLD" (SE-74-4-76) "Identification of Children with SLD" (SE-74-9-76) "Learning Disability Resource Room" (SE-74-6-75) "Steps to Organize a Program" (SE-74-2-76) "Certification Requirements for SLD Teachers" (SE-74-1-76)
MISSOURI	"Specific Learning Disabilities Manual"
NEW JERSEY	"LDT-C Handbook"

NEW MEXICO	Project description, materials, slide-tape presentations, and information brochure on VI-G CSDC's.
NEW YORK	Newsletter on learning disabilities sent upon request by Dr. Robert Smith, director, Child Care Demonstration Project, 51-A South Main St., Spring Valley, NY 10977
NORTH CAROLINA	"A Study of the Categorical LD Program in North Carolina Schools" - Findings of the survey. "A Study of Successful Outcomes in Categorical LD Programs 1975" - Report of study to identify factors contributing to successful educational outcome as result of program participation.
NORTH DAKOTA	"Specific Learning Disabilities, Guide XI, Guides to Special Education in North Dakota."
OHIO	"Utilizing Volunteers for Children with Behavioral Disabilities" "Starting Early with Programs for Children with Potential Learning Difficulties" - Handbook containing information, suggestions, forms, procedures and practices for establishing and implementing a pre-school learning disabilities class. "A Handbook: Development of Program Alternatives for Educating Secondary Learning Disabled Students" "Skill Development: Practicum Training Modules for Teachers"
PENNSYLVANIA	(No specific titles listed)
SOUTH CAROLINA	"Resource Room: An Access to Excellence" A practical document for the step-by-step procedures for serving elementary LD pupils in a resource room model.
TEXAS	"Handbook for Operation of programs for Language Handicapped Children" Project Child Publications and Literature Secondary Curriculum Materials (available through Southwest Educational Development Laboratory, Austin, TX)
WISCONSIN	Directory of all programs by district and program level.